DOCUMENT RESUME

ED 334 913 HE 024 749

TITLE Annual Report to the California Education Round Table, 1990.
INSTITUTION Intersegmental Coordinating Council, Sacramento, CA.
PUB DATE 90
NOTE 79p.
AVAILABLE FROM Intersegmental Coordinating Council, 501 L Street, Suite 101, Sacramento, CA 95814.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Agency Cooperation; *Articulation (Education); *College Instruction; *College Outcomes Assessment; *College Preparation; College Transfer Students; Coordination; *Curriculum Development; Higher Education; Information Dissemination; *Institutional Cooperation; Instructional Improvement; Limited English Speaking; Minority Groups; Outreach Programs; Statewide Planning
IDENTIFIERS California; *Intersegmental Coordinating Council CA

ABSTRACT

This report discusses the status of intersegmental cooperation in California and the specific activities of the Intersegmental Coordinating Council (ICC), and seeks to continue the development of consensus on critical issues confronting educational systems and on intersegmental strategies to approach those issues. Notable ICC activities described in the report include: development of intersegmental diversity teams; development of a group studying articulation of assessment; an annual conference on transfer and articulation; improvement of the dissemination of information on college opportunities, especially to minority groups; and two studies on limited English language students. The efforts at developing consensus on critical issues has produced several points of agreement which are listed. The bulk of the report is made up of reports from ICC committees: the Outreach and Student Preparation Cluster Coordinating Committee, the Improvement of Teaching Cluster Coordinating Committee, the Transfer and Articulation Cluster Coordination Committee, the Curriculum and Assessment Cluster Coordinating Committee, the Intersegmental Committee of the Academic Senates, and the Intersegmental Budget Task Force. The report also includes lists of the membership of the ICC and Cluster Coordinating Committees. (JB)

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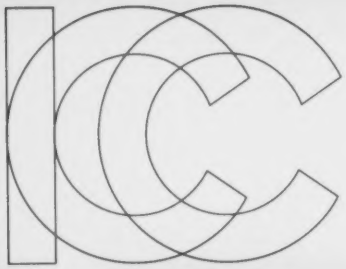

INTERSEGMENTAL COORDINATING COUNCIL

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ANNUAL REPORT

1990

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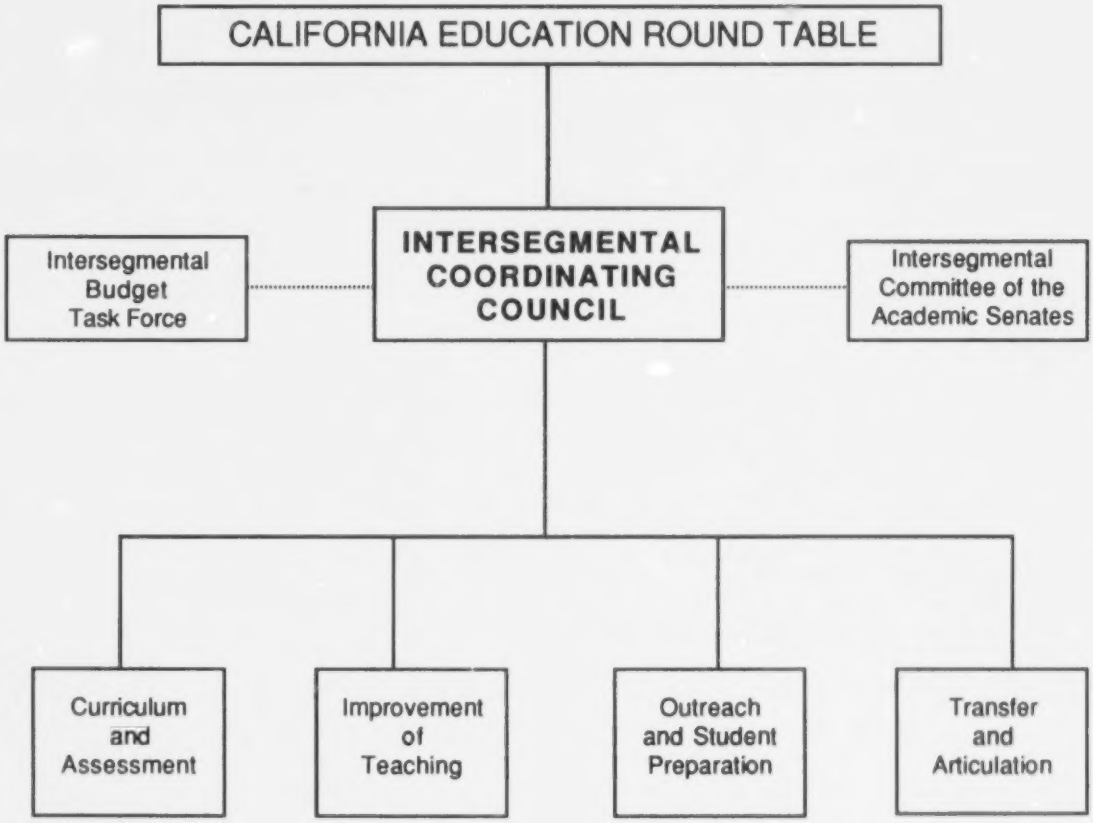

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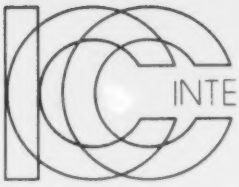

INTERSEGMENTAL COORDINATING COUNCIL

ANNUAL REPORT

to the

CALIFORNIA EDUCATION ROUND TABLE

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Chapter 1

INTRODUCTION

THE INTERSEGMENTAL COORDINATING COUNCIL

BACKGROUND

Three years ago the leaders of California's five educational systems, meeting as the Education Round Table, established the Intersegmental Coordinating Council (ICC) in order to strengthen cooperative efforts among the state's schools, colleges, and universities. The Round Table has long been committed to the improvement of student preparation, achievement, and progress and to the expansion of educational opportunities, particularly for poor and ethnic minority students historically underrepresented in higher education. The ICC is a logical extension of this commitment and of the dozens of intersegmental programs established by the educational systems over the last twenty years to increase the effectiveness of their individual efforts. The ICC is designed not only to provide coordination for the wide range of existing intersegmental activities but also to identify areas of unmet needs and to serve as a forum for the discussion of critical educational issues.

The recent review of the state's Master Plan for Higher Education has underlined the importance of cooperation among the educational systems in fulfilling California's promise of educational opportunity and in ensuring a vital economic future. The state's burgeoning population and its dramatic shifts in demography, coupled with the ever increasing educational demands of a technological society, are putting great strains on the capacity of all of our educational institutions. The reports of both the independent commission and the joint legislative committee studying the Master Plan stressed the interrelatedness of all educational systems and the necessity for increased cooperation in efforts to move students through the educational "pipeline." In these reports, the issues identified as most effectively addressed through intersegmental approaches include:

- Improvement of the transfer function;
- Coordination of outreach and of information dissemination about higher education;
- Improvements in the articulation of curriculum and assessment;
- Coordination of programs to foster educational equity;
- Coordination of efforts to develop an ethnically and culturally diverse faculty;
- Increased dialogue among faculty at all levels;
- Coordination of university research efforts with the informational needs of schools.

Through the ICC and through a wide range of specific intersegmental projects, the educational systems are attempting to meet these goals as well as others which they themselves have identified. The commitment to such efforts remains strong despite the fact that it has been sorely tested in recent years by budgetary difficulties and by a system of state finance which is increasingly constrained and increasingly divisive. Moreover, as studies prove the effectiveness of these intersegmental approaches, it becomes ever more

frustrating that so many successful projects remain in a pilot stage because they lack the resources to expand. A recent study by the California Postsecondary Education Commission of nine of the largest intersegmental outreach and student preparation programs, shows clearly the efficacy of these programs in improving the academic success of underrepresented students; however, it also shows that only 9% of eligible Black, Hispanic or Native American students are currently being served. Attempts to expand programs through intersegmental budget requests have met with little success, and now reductions in segmental or system office budgets may force cutbacks or even elimination of some programs.

While it is difficult to reaffirm the value of intersegmental cooperation in the face of such frustrations, the educational systems recognize that current conditions make such cooperation more important than ever. Whatever policy discussions or financial exigencies may divide the segments, the enormous challenges facing all of education in the next decade make it critical that the segments continue to work together on their common agenda for student progress.

PROGRESS IN INTERSEGMENTAL COORDINATION

Although the ICC has achieved a number of concrete results -- reports, studies, recommendations, handbooks, directories, and conferences -- its significance as a forum through which the systems can discuss educational concerns may transcend the more specific functions. As was noted in the report on the Master Plan by the Joint Legislative Committee, " . . . the Intersegmental Coordinating Council is more than a staff adjunct to the Round Table; it serves as a crucial statewide forum where faculty, program administrators, and system representatives from all segments can meet and confer on program initiatives or shared projects. Seeking consensus, advising one another of the implications of segmental policy, devising new agendas - all these are valuable tasks." As a statewide forum, the Council and its four cluster coordinating committees have brought together representatives of faculty and administration, of local institutions and system offices, of large, well-established projects and small, innovative programs, of professional organizations and advocacy groups in order to share information, discuss critical educational issues and develop ways in which educators can work together more effectively to achieve their common goals.

This role has been particularly important as the segments have worked to implement various recommendations of the Joint Committee's Master Plan report and also to respond to legislative initiatives resulting from that report. These activities have required extensive dialogue among the educational systems. Attempts to set in statute the policies and practices called for in the report and to implement its recommendations on transfer have been of particular interest to the segments and have prompted a great deal of analysis and discussion. These discussions among Council members and other segmental representatives have been extremely useful in creating a common understanding of the implications of various proposals and in creating consensus on most of the critical issues.

The ICC has also served as a forum for a continuing conversation about the development of educational institutions in the 1990's and how changing demographics and the deteriorating conditions for children in California will affect those institutions. All of the educational systems agree on the necessity for a comprehensive, statewide strategy, which would involve business, social services, government, and education in the kinds of well-coordinated activities necessary to ensure the physical and intellectual development of California's increasing population of "at risk" students.

In addition to these more general policy issues, the ICC serves to bring together representatives of the educational systems to discuss such specific issues as the articulation of assessment in writing, the development of transfer agreements, the teaching of students with limited English language skills, and the uses of student performance data. While many of these discussions lead to policy recommendations or to other activities, they are also very useful in themselves as a means of communication among faculty and staff who may be extremely well-informed about what their own segments are doing in such areas and yet know little about the activities of other segments.

The more concrete activities undertaken by the various committees of the ICC are discussed in detail in subsequent chapters. Among the most notable of those activities are the following:

Diversity Teams - The ICC has supported the development of nearly thirty intersegmental teams whose aim is to increase the pool of underrepresented students interested in a teaching career. An initial conference followed by two regional forums helped to establish these teams, some of which are supported through grants from the California State University or the California Community Colleges. The progress of these teams is being closely monitored, and a regular newsletter is being published to share information and encourage replication of successful practices. A comprehensive report on these teams will be published in late fall.

Articulation of Assessment - As a first step in an effort to strengthen the coordination of assessment practices across the educational systems, the ICC has brought together a group of faculty experts to study assessment in writing. After almost a year of work, this group will soon issue its recommendations for improving the assessment of writing and will also publish a booklet for K-12 teachers and students which explains writing assessment practices in all the educational systems

Information on Transfer and Articulation - In addition to publishing an annual directory of transfer and articulation personnel and a handbook of articulation policies and procedures, the ICC sponsors an annual conference which brings together faculty and administrators from all educational segments to discuss issues related to transfer and articulation. Last year the transfer of underrepresented ethnic minority students was the focus of this conference. Among the information disseminated at the conference was a report on programs that facilitate the transfer of underrepresented students, prepared in cooperation with the Community College Chancellor's Office. A special committee has also been established to study the issue of data needs and to promote consensus among the segments on new ways to measure transfer effectiveness.

Information on College Opportunities - An evaluation of *FUTURES*, a pamphlet on college preparation sent to all eighth grade students, reaffirmed the value of this intersegmental project and has led to a number of activities to increase the impact of this pamphlet on student aspirations and course choices. Several changes have already been implemented, and a programmatic approach based on the pamphlet is now being developed. This approach will benefit from the findings of a study sponsored last year by the ICC on the adequacy of information reaching parents of ethnic

minority students. The ICC has also taken steps to strengthen the coordination of the hundreds of College Nights/Transfer Days events staged each year under our auspices to provide high school students and their parents with information on college opportunities.

Limited English Language Students - The ICC has undertaken two studies: one to help define the issues affecting the instruction of limited English language students and the other to focus attention on the need for qualified instructors of such students. Both reports contain recommendations to the educational systems for improving the instruction of this growing cohort of students.

In the past year the ICC has also sponsored two conferences to bring K-12 and college faculty together to discuss the disciplines of science and foreign language, developed a directory of the newly expanded Subject Matter Projects to ensure that schools have ready access to the full range of these important staff development programs, and co-sponsored a week long meeting of postsecondary faculty to discuss the teaching of general education.

STRUCTURE AND ROLE OF THE COUNCIL

The Intersegmental Coordinating Council is composed of seventeen members. Each of the five segments is represented by two senior, policy level staff members; and the three academic senates (UC, CSU, CCC) are represented by their respective chairs or vice-chairs. In addition, the student organizations have appointed three representatives, and the California Postsecondary Education Commission has appointed one representative. A list of these Council members and lists for the four major ICC committees are included at the end of this report.

The Council is responsible for ensuring that the Round Table's mandate for more effective intersegmental relations is carried out and for seeing that intersegmental problems are resolved in a timely manner. Thus, the Council determines which issues should be addressed intersegmentally and to which groups those issues should be referred. The focus of the ICC is on general oversight and coordination rather than on direct administration of programs. The ICC may occasionally address issues itself, if those issues can be readily resolved, but its primary role is to define the responsibilities of its subgroups and ensure that assignments are completed and the results are communicated. Although the ICC does not normally evaluate specific programs, it is responsible for assessing the range of activities which it has designated as intersegmental in order to identify strengths and weaknesses, highlight duplication and gaps, determine how intersegmental efforts can be strengthened, and develop proposals for improvement.

In order to better serve the full range of intersegmental activities, the ICC has divided those activities into four related clusters:

Transfer and Articulation

Curriculum and Assessment

Outreach and Student Preparation

Improvement of Teaching

Four coordinating committees have been established to oversee these clusters of activities and to link them to the ICC. These committees, composed of representatives from each of the segments, bear a critical responsibility for the substance of intersegmental cooperation. Like the Council itself, they generally do not function in an administrative capacity, but rather serve to provide a means of coordination, communication, and staff support for the various activities, programs and projects within their areas of responsibility. In addition to specific tasks which may be assigned to it by the ICC, each committee has the following general functions:

- to serve as a forum for discussion and exchange of information;
- to maintain awareness of the interactions of the activities and programs under its purview;
- to moderate and resolve any jurisdictional issues;
- to propose steps to fill identified needs;
- to call attention to duplication and other undesirable results of inadequate communication;
- to serve as a catalyst to ensure that intersegmental activities and programs function effectively;
- to meet periodically with leaders of programs within their scope, in order to
  - ensure lines of communication are open,
  - strengthen bonds among leaders,
  - identify issues that should be addressed,
  - facilitate cooperation and coordination among related endeavors;
- to provide a base for ad hoc, experimental activities pertinent to their scope.

As they perform these functions, the cluster committees are guided by three major principles. First, that encouraging student achievement and advancement throughout the whole of California's education system is paramount in the conduct of intersegmental relations. Second, that faculty and administrative cooperation must be fostered in carrying out these activities. Both faculty and administrative staff must be centrally involved as full partners in all intersegmental activities. Third, that activities which are new, temporary, or experimental must be encouraged and facilitated. The structure must be flexible enough to stimulate the development of innovative approaches.

In carrying out their responsibilities, both the cluster committees and the ICC itself work closely with the California Postsecondary Education Commission (CPEC), whose role as the state agency charged with the coordination of higher education, the ICC is designed to complement. Although the ICC is a voluntary effort of the educational systems rather than a legislatively established agency, and although it includes the K-12 system as well as higher education, the goals of the ICC in the areas of educational equity and student success are entirely consistent with those of CPEC.

PURPOSE OF THE REPORT

The annual report of the ICC to the California Education Round Table is designed to serve two major purposes. The first is to report both to the Round Table and to the state on the status of intersegmental cooperation and on the specific activities of the ICC. The second is to continue the development of consensus on critical issues confronting the educational systems and on intersegmental strategies to approach those issues. The recommendations and proposals included in this report were developed by the four cluster coordinating committees in consultation with segmental offices and with a wide range of professionals

involved in intersegmental activities. After consensus has been achieved at the level of the coordinating committees, the proposals are then evaluated from a broader perspective by the Council, which modifies the proposals and establishes priorities as necessary. Finally, the proposals are submitted to the Round Table for their consideration so that the activities which are approved can be undertaken with the full authority of the educational systems and the leaders of those systems.

It is difficult to develop consensus at all of these levels among representatives of educational systems which often have very different perspectives. However, this process is extremely valuable, for the problems confronting California's educational systems are difficult as well, and without a strong, clear consensus and concerted action, those problems will remain intractable.

In the many discussions of the cluster committees and the Council over the last three years, the following points of consensus have emerged:

- There is a need for greater attention to issues of retention and student progress at all academic levels, and intersegmental approaches are crucial in these areas.

- There is a need for intersegmental cooperation in building the pool of well qualified students, interested in teaching careers at all academic levels, and this need is particularly great with regard to underrepresented students.

- There is a need for expansion of intersegmental staff development projects and for stronger and more extensive discipline-based, regional partnerships to bring faculty from the various segments together for the discussion of curricular and pedagogical issues.

- There is a need for various kinds of formal transfer agreements, mechanisms, and support services to facilitate and encourage transfer from community colleges to four year institutions, and special emphasis should be placed on the transfer of underrepresented students.

- There is a need to develop new models for assistance to low performing schools, models which enable higher education institutions to meet the real needs of schools, as identified by the schools themselves through their restructuring process.

- There is a need for greater articulation of both curriculum and assessment at all educational levels in order to facilitate the progress of students.

- There is a need for all educational systems to cooperate and to enlist the aid of parents and community members in order to reach out more effectively to students who are not preparing themselves academically and to convince them that academic opportunities exist for them also.

In response to those needs, the cluster committees have developed the proposals included in the body of this report. Because the issues being addressed are complex and require long term approaches, many of these proposals call for the continuation of activities already begun. Most of the proposals are also tied very closely to other intersegmental activities being pursued by the educational systems. The four central chapters of the report, which focus on the work of the cluster coordinating committees, are designed to emphasize the

coherence of intersegmental efforts in the four areas. Each chapter defines the role of one of the cluster committees, provides an overview of intersegmental efforts in the area, reviews the activities previously undertaken by the cluster committee, and proposes additional activities for this academic year.

The activities suggested here will not meet all of the needs identified; they are simply steps in a long and difficult process. However, they offer clear evidence of the improved coordination among the state's educational systems and of the commitment from those systems to ensure that all of California's students, whatever their backgrounds, have a full and equal opportunity to develop their potential through the schools, colleges and universities of this state.

Chapter 2

OUTREACH AND STUDENT PREPARATION

I. ROLE OF THE OUTREACH AND STUDENT PREPARATION COMMITTEE

The Outreach and Student Preparation Committee has two broad charges. In terms of outreach, the committee examines and monitors the various ways in which students and their parents are informed about postsecondary opportunities. Further, the committee is concerned about the ways in which counselors, teachers, and school administrators are kept aware of such opportunities and how students can take advantage of them. The committee encourages college outreach programs which both motivate and adequately inform students, parents, and school personnel. In terms of student preparation, the committee is concerned with the kinds of course patterns required for college and university eligibility, with clearer articulation of student preparation requirements, and with altering practices such as tracking in order that more students be prepared for college.

In working to improve outreach services and the academic preparation of students, the primary focus of the committee is on students in grades seven to twelve. More specifically, the committee is concerned with improving outreach and student preparation efforts for low-income students and students from several ethnic groups which have higher drop-out rates, lower academic achievement measures, lower college-going rates, and lower college graduation rates than the statewide average. Students who fall into one or more of these categories account for a growing percentage of the state's school population. It is imperative for a wide range of reasons that a greater proportion of such students be prepared for and motivated to pursue a college degree.

Generally, the committee has three major roles in its work to improve outreach efforts and the academic preparation of students: forum, catalyst, and advocate. In virtually all of the committee's activities, it fulfills its role as forum, since these activities involve representatives from each educational segment. For instance, the committee is interested in helping schools to make better use of student performance data that is provided to them by the University of California, the California State University, and the California Department of Education, and has brought together representatives from each of the segments to discuss the various reports and to develop appropriate strategies. Probably, the most important roles of the committee, however, are as a catalyst and advocate. A primary way in which the committee fulfills its role as catalyst is through the dissemination of materials which can be used as parts of programmatic efforts. For instance, the committee has responsibility for the dissemination of ***FUTURES***, a booklet designed to inform eighth grade students and their parents of college opportunities, which can be used as part of a comprehensive school program to inform and motivate students. Once practices that prove effective in improving outreach or student preparation have been identified, the committee encourages and facilitates the broader utilization of such practices, thereby working to fulfill its role as an advocate.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

The educational segments in California have initiated a broad range of programs to enhance college-preparatory opportunities and better distribute college information to students. Over the years, many students have benefitted from these programs, and generally they have proven very successful in meeting their individual goals. However, these outreach and student preparation programs have not reached the vast majority of low-income and ethnic minority students. A relatively small number of these students are currently being served by any special programmatic effort or are receiving the information and services that are essential if they are to have access to a college education. In order to serve these students it is essential not only to expand those programs which have proven most effective, but also to integrate into the daily operation of the state's schools and colleges the practices which have made those programs successful.

As part of the effort to learn more about existing programs, the California Postsecondary Education Commission is in the midst of a three year evaluation of ten projects which are designed to improve student achievement and progress. In a 1989 report, *First Progress Report on the Effectiveness of Intersegmental Student Preparation Programs*, the Commission concludes that the state has gained very valuable information about the operation of these programs and that such activities should help inform policy in this area. However, the report also underscores the pilot project status of these efforts and the limited number of students served. In fact, the Commission report estimates that all ten programs reach less than eight percent of California's American Indian, Black, and Hispanic students in grades seven through twelve.

Existing programs have made a significant difference for many students, and they do constitute an initial step toward progress in this area. However, these efforts fall far short of what is needed. In order to achieve educational equity in the near future, further resources and more comprehensive strategies will be required.

Major Statewide Efforts

The programs described in this section are examples of statewide intersegmental efforts to improve outreach and student preparation. The brief descriptions are intended to provide an idea of the range and scope of current activity, as well as an idea of how the individual segments are working together to improve educational opportunity in the state.

Cal SOAP The California Student Opportunity Access Program (Cal SOAP), administered by the California Student Aid Commission, is designed to increase postsecondary access for low-income and ethnic minority students. There are currently six Cal SOAP projects located throughout the state. Each of the projects is operated by a local consortium which ensures the coordinated delivery of a variety of student services (e.g. academic counseling, tutoring, test preparation, college visitations, and college application assistance). Since its establishment in 1978 by the state legislature, the Cal SOAP effort has expanded and today enjoys wide intersegmental participation, including

- More than thirty public school districts, both large and small,
- Nearly 100 public and private secondary schools in grades seven through twelve,
- Seven of the eight general campuses of the University of California,
- Twelve of the twenty campuses of the California State University,
- Nearly one-quarter of the state's 107 community colleges,
- Approximately one-fifth of the members of the Association of Independent California Colleges and Universities.

MESA The Mathematics, Engineering, Science Achievement Program (MESA) was created specifically to increase the number of American Indian, Black, Hispanic, and female students who graduate from college with degrees in math-based fields such as engineering or computer science. The MESA program is administered by the University of California, Berkeley, but derives a portion of its support from in-kind contributions from private industry. The involvement of private industry allows MESA programs to provide participants with opportunities to interact with a variety of professionals in the fields of engineering and computer science.

As with other intersegmental student preparation programs, MESA also offers tutoring, academic counseling, and college application assistance for participants. To be eligible for the MESA Pre-College Program, students must demonstrate both the aptitude and academic performance necessary to advance into college-level courses in math-based fields. MESA also has established the Minority Engineering Program (MEP) to work with students in engineering majors at the college level.

The MESA Pre-College Program currently operates in sixteen college and university centers, with over 6,000 student participants in more than 200 junior high and high schools. The MEP serves nearly 3,200 students at eighteen MEP campus centers. To date, over 2,000 MEP graduates have entered graduate programs or the professional work force.

Additional activities are also offered through the MESA program. An Advisor's Conference, held this past year, brought over 130 MESA advisors together for a variety of workshops designed to enhance curriculum and teaching skills. Further, MESA Days are sponsored periodically and allow students throughout the state to test their science, math, engineering, computer science, and English abilities through creative competitions.

STEP-to-College The STEP-to-College program was initiated in 1984 by the Chancellor's Office of the California State University and the Los Angeles Unified School District. The program provides an opportunity for talented, disadvantaged high school students to participate in one or two University classes so they can earn college credit and gain familiarity with the college environment and academic program. Depending on local needs, these classes are offered at the high school or on the CSU campus. During 1989-90, thirteen California State University campuses served more than 1500 high school students through STEP-to-College. Though students can take courses in any discipline, business and fine arts courses continue to be the most popular.

College Readiness Program The College Readiness Program was instituted during the 1986-87 academic year and is currently being jointly administered by the California State University and the California Department of Education. The goals of the program are to provide Black and Hispanic middle grade students and their parents with information about college preparation and to increase the enrollment of these students in algebra and college preparatory English courses. The program is currently operating in twenty-one middle schools and on five California State University campuses.

The College Readiness Program does not seek to replace the regular school curriculum or to provide remedial education. It allows students identified as having the ability to attend college an opportunity to receive tutoring assistance from specially trained CSU student interns. Further, it provides parents of these students with information about college

opportunities and financial aid programs. By combining outreach activities with activities designed to ensure adequate academic preparation, the program seeks to provide students with both the motivation and qualifications necessary to pursue college studies.

A recent evaluation of the College Readiness Program found encouraging early results. Compared to regular eighth grade students, the participating students were more than twice as likely to be recommended for enrollment in college preparatory courses. Because of the amount of time that the program has been operating, its impact on college enrollment is uncertain, though the preliminary findings are encouraging.

College Admissions Test Preparation Pilot Program (Tanner Projects) The California Department of Education administered the College Admissions Test Preparation Pilot Program from 1986 to 1989. Nine local projects were operated in conjunction with local postsecondary institutions and eleven different school districts. The goals of the program were threefold: 1) to increase the number of students who took college admissions tests; 2) to improve students' performance on those tests; and 3) and to increase the number of students who enrolled in postsecondary institutions. Students who participated in this program were provided with academic support services, including tutoring and test preparation workshops, as well as assistance with the college admissions process. In addition, parents were informed about the testing and admissions process through a series of parent workshops. Results for the three year pilot project were quite promising, with participating students showing dramatic improvements, as well as noticeable improvements in school-wide indicators of college preparation. Given the promising results of the pilot project, the majority of the programs plan to remain in operation even though funding for the project has ended.

University and College Opportunities Program The California Department of Education administers the University and College Opportunities Program at forty-three high schools throughout the state. The goal of the program is to improve the preparation of elementary and secondary school students for college, with an emphasis on improving ethnic representation in mathematics, science, engineering and other technology-based fields. Elements of the program include: enriched curriculum with emphasis on courses required for admissions to the University of California and the California State University; instructional support through tutoring and study groups; supportive counseling and advising; parental involvement and support; career awareness; articulation with higher education; and program evaluation and follow-up of students.

Early Academic Outreach Program The University of California operates Early Academic Outreach Programs on its eight general campuses, serving 650 schools throughout the state. The goal of the Early Academic Outreach Programs is to increase the number of underrepresented ethnic minority and low-income students eligible to attend the University of California and other postsecondary institutions in California. This program begins working with students at the junior high/middle school level and continues working with them through high school graduation. Students who participate in the Early Academic Outreach Program receive the following services: tutoring, academic advising, skill development seminars, college and financial aid application assistance, summer residential programs and University of California campus visitations. Though students in this program have a twenty percent higher eligibility rate (compared to the statewide rate) for the University of California, limited resources allow the program to reach only five percent of the state's American Indian, Black and Hispanic secondary school students.

Regional Intersegmental Programs

It is important to note that not all efforts to improve outreach and student preparation are being conducted on a statewide basis. There are numerous programs and activities being initiated and conducted at the local or regional level. The following programs provide examples of these efforts, but the list should not be interpreted as including all such efforts.

College Bound Scholarship Program In Long Beach, the Long Beach Unified School District, University of California, Irvine, California State University, Long Beach, Long Beach City College, and the California Department of Education, have created a regional partnership with private industry, community organizations, and parent groups to adopt schools within the district. Each member of the partnership fulfills a role by assuming certain programmatic tasks associated with the goals of the project. Among the project tasks are the identification of targets for school improvement; program evaluation and data collection; establishment of goals for college enrollment and retention rates for ethnic minority students from the district; the provision of internships and summer employment for student participants; and the coordination of community volunteers. The involvement of so many sectors of the community creates a cohesive approach to improving student academic performance.

Advancement Via Individual Determination Advancement Via Individual Determination (AVID) is coordinated by the San Diego County Office of Education and is currently operating in 41 high schools and 21 junior high/middle schools in San Diego County. The AVID program is serving over 3500 students. The purpose of the AVID program is to encourage and support Black and Hispanic students to enter and succeed in postsecondary education. The cornerstone of the program is a special class that AVID students take every semester. Through this class, the students receive academic tutoring, counseling, and encouragement to enter college. Additional features of AVID include: a range of staff development activities for teachers, counselors, and administrators at participating schools; college level classes offered at the high schools by local college professors; and parental participation through an advisory board and regularly scheduled meetings. The results to date for AVID are most encouraging with over ninety percent of its participants having graduated from high school and enrolled in a four-year college or university.

Project ACCESS Project ACCESS is an intersegmental early intervention partnership developed in the San Jose area to increase the number of middle school students who aspire to higher education opportunities. There is broad local participation in the project, including several school districts, community colleges, public and private four-year institutions, the College Board, and the county office of education. Project ACCESS places special emphasis on students from cultural groups that are underrepresented in higher education. Project ACCESS is a programmatic approach involving students, parents, and teachers in activities to better inform them about college opportunities and to improve the academic preparation of students. ACCESS has three critical kinds of activities: 1) testing (utilizing the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) of all eighth grade students in participating schools to introduce national testing and to allow school personnel to utilize test results for curriculum review; 2) conducting workshops to increase awareness of higher education opportunities; 3) developing motivational activities for students and parents.

The Capital Link Compact The Capital Link Compact is a major effort involving California State University, Sacramento, the University of California, Davis, community colleges, school districts, and businesses in Sacramento and Yolo counties. The motivating force behind the formation of the Compact was the recognition that a single coordinated effort would be more effective than several smaller individual programs initiated by each of the institutional participants. A major goal of the Compact is to focus resources more effectively on meeting the needs of at-risk students in the public schools.

The Compact has initiated several projects, including: *LinkEDges*--a computer database of businesses which wish to offer various kinds of support to education; *The Capital Education Consortium*--a program designed to increase the number of students prepared for and motivated to attend college; and *Job and College*--a program designed to prepare at-risk students for college or the work force.

Stanford and the Schools Collaborative Established in 1986, the Stanford and the Schools Collaborative provides a variety of opportunities for partnerships between Stanford University and local school districts. The collaborative's mission is to improve curriculum and instruction through research and professional development for school practitioners and Stanford faculty. The collaborative has several components, including: a *Roundtables and Forums Program*, designed to encourage dialogue and interaction between local practitioners and the university; a *Small Grants Program*, which provides funds for Stanford researchers and school practitioners to work on problems of mutual concern; a *School-Based Change Program*, designed to assist schools to modify, restructure, or transform all or part of their educational services; and a *Professional Development Center*, designed to serve as a bridge between the worlds of practice and research.

Trends and Developments

As we move into the decade of the 1990's, ever increasing attention is being devoted to the delivery of outreach services and strengthening the academic preparation of students. Many new initiatives have been undertaken by the segments as well as other concerned groups and organizations. As has been noted, these efforts seem to be achieving their individual goals; however, their cumulative effect, given the magnitude of current educational challenges, is insufficient. A recent California Postsecondary Education Commission study, *Toward Educational Equity*, notes that although we are making progress towards educational equity in California, we will not achieve it in the near future. The report outlines some of the potential consequences if we are not more successful in meeting the educational needs of the state's youth, and it makes several recommendations regarding state policy which might help to increase the number of students served by outreach and student preparation programs. Among other recommendations, the report calls for a special campaign to educate the public about the need to achieve educational equity. Additionally, the report calls for prompt determination of effective programs and the provision of adequate resources to broaden these efforts.

A recent educational summit hosted by the California Department of Education also generated a comprehensive set of recommendations which were articulated in *Education Summit: Final Report*. These recommendations include a very ambitious set of school performance goals, goals which charge the schools with greater responsibility in terms of the academic preparation of students. For instance, the participants in the summit made the following recommendations:

- The number of students who enroll in and graduate with a bachelor's degree from four-year colleges and universities must be increased to twenty-five percent of those students who initially enter high school.

- The number of entering high school students who drop out must be reduced from the current twenty-one percent to less than ten percent.

Achieving these goals and the others contained in the report will call for a greater focus on schools and the resources they will need to prepare a larger proportion of students for college. Such goals will require major statewide efforts and reforms in many areas, such as curriculum, professional development, assessment, outreach, and collaboration.

The higher education segments also recognize the importance of facilitating schools' efforts in preparing students for college. For instance, the University of California is concerned about the alarmingly low eligibility rate for Black students, and has developed recommendations which might help to increase this rate. In the final report of the task force which investigated this issue, *Making the Future Different*, recommendations for action included rewarding University faculty for involvement with the schools, expanding University of California Early Outreach, and increasing collaborative efforts between the University and the community colleges. The recommendations acknowledge the interdependence of the educational segments and the mutual responsibility each segment has for moving towards educational equity.

It is critical that the schools succeed in improving the academic preparation of students and in ensuring that all students understand the college opportunities available to them. Success will depend, to a great extent, on cooperation and collaboration among the educational segments. Thus far, many intersegmental efforts to improve outreach and student preparation have benefitted many students and have revealed a great deal about how to best serve the diverse student population of the state. However, these programs are constrained by limited resources and are not reaching a sufficient number of students. The attainment of educational equity will require that sufficient resources be aimed at broadening the scope of effective programs.

III. REPORT ON 1989-90 CLUSTER COMMITTEE ACTIVITIES

Intersegmental Assistance in School Improvement

There are dozens of intersegmental efforts in California aimed at various aspects of school improvement; some are aimed at improving student performance or persistence rates; some are aimed at strengthening curriculum; some are aimed at faculty development. The Outreach and Student Preparation Committee is interested in and supports these efforts; however, the committee also sees a need for furthering efforts that are more comprehensive and are designed to assist schools in fundamental efforts to reform or restructure their institutions. More specifically, the committee is interested in the potential for such comprehensive efforts to have a significant effect on schools identified as "low performing" and in more clearly defining the role that postsecondary institutions can play in such school improvement efforts.

During 1989-90, the committee investigated various ways it might further intersegmental cooperation in school improvement efforts. Based on this investigation, a proposal was drafted for a study which would address the current status of cooperative activities between

California schools and postsecondary institutions, especially in situations where the cooperation is intended to assist low performing schools in comprehensive improvement efforts.

The Outreach and Student Preparation Committee feels that this study would help to determine the potential of postsecondary education for facilitating institutional change in low performing schools and would create a better understanding of the elements and practices critical to the success of school improvement programs. The committee has forwarded the proposal to the ICC, with a recommendation that, if supported by the segments, the study be undertaken during the 1990-91 academic year.

Utilizing Student Performance Data Effectively

School personnel receive a large amount of data each year regarding the academic performance of their students. These data come from various sources and are presented in a variety of formats. The amount of data and the detailed nature of much of the data can be overwhelming and impede the use of what should be valuable information regarding the actual achievement of students.

Currently UC, CSU, and some community colleges provide data on freshman student performance to the high schools from which these students graduated. The California Department of Education also disseminates student performance data to the high schools. However, based on responses from the schools, it is clear that this information is not well circulated in schools and often not well understood. This situation inhibits the effective use of student performance data to identify specific needs and effective strategies for school improvement.

During 1989-90, a task force established by the committee reviewed existing student performance reports, identified data elements common to the UC and CSU reports, and developed an outline for a guide to assist school personnel in organizing data from the various sources in a more useful way. This guide will explain the use of performance data as a potentially powerful tool for school improvement efforts, discuss the relationship of certain types of data to specific school performance issues, and suggest questions that the data raises about school performance. Further, the guide will enable school personnel to use the reports to identify key indicators of school performance and thus develop their own customized school reports. The utilization of performance reports by the schools is an important step in empowering them to identify and address performance issues.

Intersegmental Identification of Effective Practices in Public Schools

Despite the considerable efforts of all the educational segments, the proportion of ethnic minority students who move from the public school system into postsecondary education is still far from satisfactory. However, there are schools which have proven effective in motivating and preparing a significant percentage of ethnic minority students for college. The identification both of the schools and of the effective practices of those schools is an important step in improving college-going rates of underrepresented students.

To assist in identifying and promoting such practices, the California Department of Education, with the participation of the Outreach and Student Preparation Committee, convened a three-day symposium in the fall of 1989. Personnel from 21 California high schools which were identified as more successful than others in sending Black and Hispanic students to campuses of the University of California or the California State

University were invited to participate. The symposium provided a forum for school, Department of Education, and postsecondary personnel to discuss effective ways to increase college participation for underrepresented students.

Based on the proceedings of the symposium, the California Department of Education has prepared a publication, *Enhancing Opportunities for Students Underrepresented in Higher Education: Strategies for High Schools,* which outlines some of the essential factors in improving the college participation and success rates of underrepresented students.

As a follow-up to the symposium, the Outreach and Student Preparation Committee investigated the possibility of conducting case studies of a few of the high schools participating in the three-day symposium in order to more clearly define: 1) criteria that could be used to define effectiveness; 2) the role of postsecondary institutions as partners in the creation and maintenance of an effective high school; 3) the impact of the changing demographics on schools; and 4) the specific components of effective high schools. The committee discussed the development of a series of profiles of specific high schools which would provide greater insight into the factors necessary for increasing the effectiveness of high schools in serving the needs of an ethnically diverse student population.

Adequacy of Current Information on College Opportunities

Colleges and universities have employed many different approaches to inform students and parents about college opportunities (e.g. College Night programs, special workshops during and after school, publications, etc.). However, it is clear that these approaches are not equally successful with all students. Specifically, these approaches do not seem to be particularly successful with ethnic minority parents who, though interested in helping their children succeed academically, sometimes lack even general information about how to assist in the process.

Concerned about the enrollment situation for underrepresented students, and believing that a factor contributing to this situation might be the lack of adequate information about higher education opportunities, the Outreach and Student Preparation Committee considered various methods that could be used to assess the adequacy of information for parents. The committee decided to sponsor a "focus group" research project to accomplish this task, targeting parents of students from ethnic groups underrepresented in California's institutions of higher education. Each parent focus group discussed questions designed to determine: 1) parental expectations of their children's educational attainment; 2) parental involvement in the educational decision making process; 3) parental perceptions about the effects that achievement level tracking has on their children; 4) parental awareness of college costs and availability of financial aid; 5) parental knowledge of the academic preparation necessary for their children's success in college; and 6) parental knowledge of resources and individuals useful in providing information on college.

Analysis of the focus group discussions indicates eight preliminary findings:

1. Black, Hispanic, and American Indian parents have high aspirations for their children to attend college and be successful, but their information about requirements for college careers are limited, and their strategies for obtaining it often ineffective;

2. Current information dissemination programs do not reach a majority of these parents because they start too late, are linguistically or culturally insensitive, and are too impersonal;

3. As a consequence of ineffective information dissemination, Black, Hispanic, and American Indian parents lack the important general information to help their children succeed in school and make effective decisions about careers. When information is personal, provided in small increments, accessible, culturally sensitive, and conveyed with respect, parents obtain information to help their children;

4. Parents also lack specific information about college entrance requirements, application procedures, financial aid, and career requirements. As a result, they cannot help their children plan and achieve their ambitions;

5. Parents are exceptionally concerned about the costs of postsecondary education; many are misinformed about costs; and most do not have information about how to reduce costs or obtain financial aid. As a consequence, they may rely too much on athletic scholarships or military programs for college funding. Even though they had little specific information about costs of attending college, what they did know caused many to eliminate college as a option when planning with their children for the future;

6. Focus group participants were eager to learn more about how to help their children achieve their ambitions and how to obtain information about college careers. Parents expressed gratitude for the focus groups because they offered a forum for raising their concerns. Parents wanted the best possible education for their children, whether they were academic stars or average students;

7. From the focus groups, it is clear that the schools work better for children when parents are informed consumers and that the inverse is also true--informed parents make more effective advocates for education with their children and in the community;

8. Special circumstances prevailing in Hispanic (and very likely other immigrant) communities indicate additional measures are needed to inform parents about preparing for college and careers. Regardless of their ethnic group, the majority of focus group participants lacked important information about planning for college careers. The lack of information among Hispanic parents, a large and growing fraction of California's immigrant population, was particularly acute, although Hispanic parents were equally ambitious for their children. Only one of thirty-five Hispanic participants had significant amounts of information about college requirements, financial aid, and application procedures.

In addition to the focus groups, the project also sought information through surveys sent to several hundred parents who were not part of the focus groups. When the results have been analyzed, findings from the survey research will be combined with the findings from the focus groups in a single report to be prepared during the 1990-91 year. This report will help to inform personnel involved in outreach about unmet informational needs of parents, and should provide the basis for enhancing outreach efforts.

Coordination of Middle Grades Outreach and Reform Efforts

Middle-grade students need information about college opportunities both to motivate them to develop higher education goals and to allow them to plan their high school program in accordance with those goals. Facilitating effective ways of communicating the necessary information is central to the mission of the Outreach and Student Preparation Committee. In 1989-90, the committee explored ways of improving outreach efforts for middle-grade students. Specifically, a task force consisting of middle school personnel and individuals involved in middle school outreach was established. The report of this task force contained several recommendations for improving middle-grades outreach:

1. Better lines of communication need to be developed to inform school site personnel of the postsecondary programs serving middle schools;

2. The number and intensity of early academic outreach programs need to be increased;

3. The scope of the middle-grades academic preparation programs needs to be broadened to include a greater spectrum of students rather than focusing on high achieving students only;

4. Programs should facilitate greater faculty collaboration around curricular issues;

5. There should be comprehensive evaluations for all middle-grades outreach programs and these should include annual input from students who participate in the programs.

The recommendations regarding middle-grades outreach efforts were discussed by the committee, and the recommendations will help to inform the development of a programmatic approach for the ***FUTURES*** effort.

Improvement of Effectiveness and Evaluation of *FUTURES*

The committee believes that it is critically important for students to begin thinking about college before they begin their high school studies. If students are not aware of the important decisions they will be making beginning with their freshman year, they will probably not be well positioned at graduation to take advantage of the many college opportunities available in California.

The ICC is responsible for an important annual effort to better inform eighth-graders of their college opportunities and the high school preparation they must have to take advantage of those opportunities. This annual effort involves the publication and dissemination of ***FUTURES***, a booklet designed to encourage students to consider college and to inform both students and parents of the academic preparation necessary for college. This year the committee, in addition to monitoring normal production and distribution activities, analyzed the results of a survey designed to help evaluate the effectiveness of ***FUTURES***, as well as the various ways in which the booklet is disseminated and utilized.

The results of the evaluation indicate an overwhelmingly positive response to the booklet and to the booklet's success in meeting its objectives. Eighty-three percent of the respondents indicated that ***FUTURES*** was a very positive reinforcement for eighth-graders; eighty-three percent of the respondents indicated that ***FUTURES*** did help

influence the type of academic curriculum chosen by students as they entered high school; and fifty-eight percent of the respondents indicated that ***FUTURES*** had a positive effect on those students who would not generally think of themselves as college-bound.

A subcommittee studied the results of the survey, gathered information on related programs, and developed a series of recommendations to enhance the effectiveness of ***FUTURES***, including:

1. Increase the involvement of the County Offices of Education in the dissemination of ***FUTURES*** by encouraging their sponsorship of staff development workshops for school staff and faculty, workshops for parents, and collaborative efforts with the Middle Grades Network;

2. Develop a handbook that would assist schools in developing a programmatic approach built around the ***FUTURES*** effort;

3. Improve the dissemination to parents by working with parent groups such as PTA's, Migrant Education Parent Advisory Committees, and Chapter I Parent Groups;

4. Improve dissemination to underrepresented students by working with organizations such as the California Association of Bilingual Educators, the Association of Mexican American Educators, and the California Indian Educators Association in the dissemination of ***FUTURES***;

5. Pursue the possibility of producing Asian language versions of ***FUTURES***.

The recommendations developed through the evaluation process provide the committee with several ways in which to enhance the ***FUTURES*** effort, ways which will be pursued during the 1990-91 year.

Coordination and Scheduling of College Nights and Transfer Days

Each year the College Night/Transfer Day programs provide a valuable service to students, parents, high school counselors, and representatives of postsecondary institutions, by facilitating the dissemination of information about college opportunities. These events enable students and parents to meet with representatives of postsecondary institutions to learn about admissions requirements, campus environment, and application procedures. The Outreach and Student Preparation Committee is responsible for the oversight of the College Night/Transfer Day programs and for the enhancement of these events.

Based on the 1988-89 review of staffing needs, the Outreach and Student Preparation Committee recommended, and the ICC approved, the hiring of two coordinators to assist with the scheduling and coordination of College Nights/Transfer Days. These two coordinators, one handling Northern California programs and one handling Southern California programs, developed a 1989-90 fall and spring calendar for approximately 180 College Night/Transfer Day programs. The coordinators allow the Outreach and Student Preparation Committee an opportunity to focus on larger issues, such as how to encourage

greater intersegmental cooperation in the production of such programs. Greater cooperation is needed to reduce the number of programs, which are proliferating and putting great strains on the resources of admissions and outreach offices, and to improve the overall quality and effectiveness of the programs. With the regional coordinators scheduling the events and providing technical assistance to the program hosts, the Outreach and Student Preparation Committee can focus on policy development, program enhancement, and general oversight responsibility for these programs.

Dissemination of the Competency Statements

In 1989-90, the Outreach and Student Preparation Committee engaged in a number of activities designed to enhance the effectiveness of the Competency Statements developed by faculty through the Intersegmental Committee of the Academic Senates. A series of these statements has been published by the Academic Senates beginning in 1981. The purpose of the statements is to strengthen academic preparation by informing colleagues in the high schools of specific competencies in each discipline that students will need to possess in order to succeed in college or university level work. These statements are intended to complement the Model Curriculum Standards and Frameworks published by the California Department of Education to guide the curriculum of the schools.

This year the committee sponsored two conferences, one at American River College and another at Pasadena City College. These regional conferences brought together faculty from all levels of education to discuss the Competency Statements, Model Curriculum Standards, Frameworks, and related curricular issues in the areas of foreign languages and natural sciences. At each site, a planning committee of representatives from each segment of public and private education met for nearly ten months to plan the conference and to organize groups which would continue intersegmental articulation activities after the conference. It is hoped that these discipline based partnerships will be maintained as a forum through which faculty from all levels of education can discuss issues critical to their disciplines and to the smooth progress of students from one educational level to the next.

The ICC this year also assisted in the publication and dissemination of a revised *Statement of Competencies in Mathematics Expected of Entering Freshmen* . Copies of this statement were sent to every high school and postsecondary institution in the state and thousands of additional copies were distributed through the California Mathematics Project and the Math Diagnostic Testing Project. Both projects will use the competency statement as they work with teachers to strengthen the teaching of mathematics in the public schools.

Finally, the ICC has worked with the California Department of Education and the Intersegmental Committee of the Academic Senates to improve the coordination of the Competency Statements with the Model Curriculum Standards and Frameworks. The Senates will consider including competency statements as part of the Model Curriculum Standards for specific disciplines and will also cooperate with the Department of Education to ensure that, to the greatest extent possible, teachers get clear and consistent messages about the content of the curriculum and about what students need to know in order to be prepared for postsecondary education.

IV. PROPOSALS FOR 1990-91

Improvement of Information on College Opportunities and Preparation

Proposed Activity 1: Development of the *FUTURES* Program

The Outreach and Student Preparation Committee will continue its efforts to improve the information provided to students and parents about postsecondary opportunities and the academic preparation necessary to take advantage of those opportunities. A major responsibility of the Outreach and Student Preparation Committee is the publication and dissemination of ***FUTURES: Making High School Count,*** a publication distributed for the last eight years to all eighth-graders in California. Efforts to inform students as early as possible about college opportunities and the steps that must be taken to pursue those opportunities are extremely important, especially for improving persistence rates of underrepresented ethnic minority students.

Based on its 1989 evaluation, the committee believes that ***FUTURES*** can be an effective vehicle for reaching both students and parents, especially when used as the centerpiece of an informational and motivational program. In order to help the ***FUTURES*** program realize its full potential, the committee will pursue a number of 1990-91 activities. A major thrust of the committee for 1990-91 will be to solicit corporate or foundation funding necessary to implement an expanded ***FUTURES*** program. Additionally, the committee will pursue the following activities in order to enhance the current ***FUTURES*** effort:

- Develop a prospectus for a pilot program which would use ***FUTURES*** to bring together middle school faculty and administration, parents, children, and postsecondary faculty to disseminate information and motivational material;
- Disseminate ***FUTURES*** through other groups, such as the statewide leadership of the PTA, Migrant Education Parent Advisory Committees, and Chapter I Parent Groups;
- Prepare an insert with information on financial planning and expand information on the California Community Colleges offerings of vocational education;
- Develop supplemental material, such as public service announcement for television viewers, posters, and foreign language versions of ***FUTURES***; and
- Develop and conduct a phased three-year evaluation of the ***FUTURES*** effort utilizing student focus group and survey methods.

Proposed Activity 2: Coordination and Evaluation of College Night/Transfer Day Programs

College Night/Transfer Day programs are an important part of outreach and recruitment activities for colleges and universities. The Outreach and Student Preparation Committee is

responsible for coordinating and monitoring these programs to ensure that they are positive and useful experiences for students, parents, sponsors, and postsecondary representatives.

Though these programs are generally effective in meeting their objectives, there are two issues that the committee will attempt to address during 1990-91: 1) programs seem to vary greatly in terms of quality and effectiveness; and 2) programs are proliferating at a rate that is making it extremely difficult for colleges and universities to cover all of the programs sufficiently.

In order to address these issues, the committee will assemble a subcommittee of segmental representatives to develop ways to encourage greater cooperation in the development of programs within districts and thus help reduce the number of events. The subcommittee will also be charged with developing an evaluation instrument and procedure to better assist program hosts in improving the effectiveness of their programs.

Improvement of Student Preparation for Postsecondary Education

Proposed Activity 3: Utilizing Student Performance Data Effectively

Student performance data can be an effective tool for school-wide improvement efforts. High schools in California receive a large quantity of student performance data from a variety of sources. Currently, CSU, UC, and some community colleges provide data on freshman student performance to the high schools from which the students graduated. The California Department of Education disseminates student performance reports to the schools as well. However, this array of information is often not sufficiently circulated within schools and sometimes not well understood by those who ought to be using it to inform school improvement initiatives.

In order to assist schools in utilizing these data, the committee proposes the following activities for 1990-91: 1) distribute a letter at the beginning of the 1990-91 academic year that describes the time frame in which the schools will be receiving the various reports and suggests some of the ways in which schools can use these reports in school improvement efforts; 2) identify key indicators of school performance which can be extracted from the various reports and define the relationships among the key indicators; 3) publish a guide which describes the key indicators in detail, discusses the relationships among the indicators, suggests some of the questions that the indicators might prompt school personnel to investigate, and indicates how schools and districts might go about developing their own school reports based on the indicators.

Proposed Activity 4: Intersegmental Cooperation in School Improvement Efforts

The Outreach and Student Preparation Committee is interested in furthering intersegmental efforts designed to assist low performing schools in school-wide improvement processes. There is currently no clear consensus among educators about the appropriate role of postsecondary institutions in such improvement processes or about the effectiveness of intersegmental cooperation in this area. The committee, drawing on the expertise of those directly involved in school improvement efforts and in cooperation with representatives of other cluster committees, will investigate the current status of school improvement efforts

and make recommendations to the ICC. The purpose of these recommendations is to help define the role of intersegmental cooperation in assisting the improvement efforts of low performing schools and, if appropriate, to suggest strategies the ICC might pursue to promote such cooperation.

Proposed Activity 5: Improvement of College-Going Rates

The California Department of Education, in collaboration with the County/State Steering Committee and County Offices of Education, is facilitating a series of regional symposia throughout California in order to disseminate information and advice on improving college-going rates for underrepresented students. These symposia will be based, in part, on information obtained from a 1989 conference which brought together representatives of 21 high schools that have had better than average success in sending their Black and Hispanic graduates to California's public four-year universities.

In order to provide a model for the regional symposia, the Department of Education is organizing a three stage program in the Sacramento area. This program consists of a one day meeting intended primarily for district and high school administrative staff; a three day conference to provide more in-depth information to school teams composed of administrative, teaching and counseling staff; and a one day follow-up meeting to provide continuing support for school teams. Representatives from ten other regions will be invited to observe these meetings as part of their training for facilitating symposia in their own regions.

Postsecondary representatives from various campuses within each region will also be invited to participate in the regional symposia. Their participation is intended to enhance awareness by K-12 staff of postsecondary resources and outreach programs, as well as to facilitate the development of more powerful partnerships between K-12 and higher education. There is a need for coordination of the postsecondary role both in terms of the symposia and in terms of the partnership activities which might occur in response to the symposia. ICC staff will work closely with the Department of Education in defining the postsecondary role and in identifying appropriate representatives from the postsecondary segments.

Additionally, the committee would like to find ways to identify and acknowledge those schools best meeting the challenge of moving ethnic minority students into colleges and universities. To accomplish this, the committee proposes to develop a program that would recognize schools with improved or above-average college-going rates for underrepresented ethnic minority students. The committee will develop criteria for making such determinations and will formulate an appropriate system for acknowledging these accomplishments.

Chapter 3

IMPROVEMENT OF TEACHING

I. ROLE OF THE IMPROVEMENT OF TEACHING COMMITTEE

The Improvement of Teaching Committee is concerned with intersegmental efforts to improve the quality of instruction at all educational levels. Such efforts include both the professional preparation of faculty and ongoing opportunities for faculty to strengthen their subject matter knowledge and pedagogical skills. The challenge is to ensure that quality instruction is provided for all students, whether or not they are college bound.

Efforts to improve the preparation of faculty are especially amenable to intersegmental approaches because each of the segments contributes to the education of faculty in other segments. Indeed, teachers' knowledge of their disciplines and their perceptions of effective pedagogy inevitably are determined by their experiences in more than one segment. Efforts to improve the preparation of faculty, therefore, depend on cooperation among segments. Postsecondary teacher education programs have long recognized the importance of providing opportunities for prospective teachers to observe in the public schools and to complete supervised teaching in the schools. In addition, professional development programs and discipline-based professional organizations often provide opportunities for faculty from all educational levels to discuss advances in their discipline and effective teaching practices.

Although efforts to improve instruction may address a broad range of issues, the committee has given special attention in the past two years to the recruitment and preparation of a more ethnically and culturally diverse faculty. This undertaking is of particular importance given the demographic changes in the state's student population. There is no longer an ethnic majority reflected in public school enrollments, and the state's ethnic pluralism will soon be mirrored in postsecondary institutions as well. These changes pose a special challenge to educators and underscore the need to better prepare faculty at all levels to address a student population which is not only ethnically diverse, but linguistically diverse as well.

To meet this challenge the state must attract and retain faculty who are well-prepared in their subject areas, skilled in effective teaching practices, and informed about and sensitive to differences in students' cultures and learning styles. The state must also attract and retain faculty who themselves reflect the ethnic and cultural diversity of the student body. Although the educational systems have made some progress in diversifying their faculties, the changes have not kept pace with the shift in student population. A more heterogeneous faculty could help schools and colleges better understand the needs of all students and might be more effective as role models for ethnically diverse students. Opportunities to hire new faculty have been limited in past years, but the K-12 student population is projected to increase dramatically in the next decade, and a large proportion of the current faculty at all levels will be retiring in the next few years. These circumstances provide a special opportunity to change the composition of the faculty so that it better reflects the diversity of the student population.

Intersegmental approaches to attracting a more diverse population to the teaching profession offer great promise. The committee therefore has directed much of its attention to helping educational institutions develop collaborative programs to encourage students as early as eighth grade to consider teaching as a career. In addition to diversity efforts, the committee has focused on issues related to the preparation of faculty at all levels to teach students who have limited English language skills and the more general preparation of graduate students to teach at the postsecondary level. Intersegmental efforts such as these are effective ways to revitalize the profession and to improve the quality of education for all California students.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

A number of statewide intersegmental programs are devoted to the improvement of teaching. The most obvious of these are teacher credential programs which depend on long-standing collaborative agreements between K-12 and postsecondary institutions. Additional efforts, such as the Subject Matter Projects, are devoted to faculty development. Other cooperative projects are designed to assist new teachers in inner city schools, provide forums for faculty to discuss their disciplines, offer support for teachers in their first year of teaching, and encourage underrepresented students to consider careers in teaching. Some of these programs are funded by the state; others receive funding from the segments.

Major Statewide Efforts

California Curriculum Consultant Project This intersegmental project is designed to provide postsecondary and secondary faculty consultants to high schools which have elected to go through the "Pursuing Excellence" process. Sponsored jointly by the Western Association of Schools and Colleges (WASC) and the California Department of Education, this process fulfills both accreditation and high school Program Quality Review requirements. Participating faculty are selected from all the postsecondary segments, from curriculum leaders in high schools, and from curriculum institute participants. The number of participating high schools has grown from 18 in 1985-86 to 128 in 1989-90. Originally administered by the California Department of Education (CDE) as the WASC/CDE Curriculum Consultant Project, the program now operates under the new title and is administered by the University of California. Higher education and high school faculty attend orientation sessions before they visit schools. During their visits they work closely with high school faculty to review and revise curriculum and teaching methods. CDE continues to administer a pilot project which is an expanded model of the Curriculum Consultant Project. This intersegmental effort provides long term coordinated team support through postsecondary and high school consultants to specially targeted, low-performance schools.

California Subject Matter Projects A variety of discipline-based intersegmental projects, known as the Subject Matter Projects, are devoted to the improvement of teaching at the K-12 level. The first of these projects, the California Writing Project, was initiated in 1974. The California Mathematics Project and the California Science Project were modeled after the writing project. In 1989-90 the legislature authorized and funded three new projects in the arts, foreign language, and literature. A Policy Board has been established to develop a framework for a seventh project in History/Social Science. All the Subject Matter Projects, which are statewide, multi-site programs, are administered by the University of California

with the concurrence of the California State University and the California Department of Education. The activities of each of these projects are guided by a statewide director and an intersegmental advisory or policy board. Each local site has a director and sponsors a variety of activities including summer seminars, academic year workshops, and ongoing consultation for teachers.

Student Teaching Programs The intersegmental effort which is perhaps the most prevalent and of longest duration is the cooperative programs established between K-12 and postsecondary institutions to provide student teaching experiences for credential candidates. Under the guidance of qualified school teachers and the supervision of postsecondary faculty, college students assume the daily responsibilities of teaching classes. The University of California, the California State University, and various independent colleges and universities all have developed partnerships with local schools for the purpose of providing these field experiences for prospective teachers. The Commission on Teacher Credentialing has adopted standards of program quality and effectiveness that encourage collaboration and communication between the segments in the preparation and assessment of all prospective teachers.

CSU Teacher Diversity Program The California State University has made a major commitment to increase the diversity of K-12 teachers. CSU faculty and staff, working with community college and K-12 faculty and staff, have established regional partnerships whose goal is to attract and support students who are interested in teaching careers. In 1990-91 the California State University Teacher Diversity Program, adopted by the CSU Board of Trustees, and supported by $1.5 million from lottery funds, will be expanded to all 20 CSU campuses. The purpose of the Teacher Diversity Program is to interest and enable minority students to move through the educational pipeline and gain a teaching credential. CSU campus projects, which are philosophically and operationally intersegmental, will target secondary, community college, and undergraduate minority students as well as teachers' aides. The program features academic support and advisement, financial assistance, faculty mentoring, improved articulation, and tutoring opportunities.

New Teacher Retention Project in Inner City Schools This program addresses the problem of retaining teachers in inner city schools. Funding has been provided by the California State University and the California Department of Education. Each of the five project sites involves an inner city school and a CSU campus. Postsecondary faculty and experienced K-12 educators provide course work at a school site, mentoring for inner city teachers, and/or personal and technical support. New teachers also receive release time to participate in seminars and classroom observations, and receive stipends for instructional materials. The overall goal of the program is to increase new teacher effectiveness in inner city schools and thereby increase retention rates of these teachers.

California New Teacher Project This project is designed to provide policy direction regarding the support and assessment of beginning teachers in elementary and secondary schools. The project is designed to illuminate the potential roles and responsibilities of K-12 practitioners and postsecondary educators in the induction of new members of the teaching profession. Induction is conceived as an intersegmental process that includes professional assistance as well as performance assessment. In 1989-90 thirty-three pilot projects involved 1,250 teachers in 300 schools with involvement by nine California State University campuses, four University of California campuses, and one private university.

Following the third year of the pilot study in 1990-91, the Commission on Teacher Credentialing and the California Department of Education will submit a report with policy recommendations to the Legislature and the Governor. One option being examined is the prospect that professional support and performance assessment might be among the state's teacher certification requirements in the future.

Intersegmental Faculty Seminar The second Intersegmental Faculty Seminar, which was sponsored by the Intersegmental Coordinating Council, the Intersegmental Committee of the Academic Senates, and the California Association of Community Colleges, was held in July at Bass Lake. This seminar brought faculty together from the University of California, the California State University, and the California Community Colleges to discuss effective teaching in lower division general education. During the five day meeting, faculty participants had an opportunity to explore teaching strategies and curriculum approaches. Such discussions are especially beneficial as the segments begin to implement the newly established general education transfer curriculum.

2+2+2 Teacher Education Projects These intersegmental projects are designed to increase the number of underrepresented students who are academically prepared and interested in pursuing teaching careers. During 1989-90 and 1990-91, ten projects were funded. Each project includes the participation of at least one secondary school, a community college and a four-year college. Interested students are identified while in high school and are followed as they progress through their education to a credential program. The projects include articulation of curriculum and provision of special support services including tutoring, internships, and counseling.

The California Pre-Doctoral Program The California Pre-Doctoral Program, which is funded by the California State University, is designed to increase the number of CSU minority, disabled, and women students who plan to continue their studies at the doctoral level, particularly in disciplines where they are underrepresented. The program targets students who are interested in preparing for faculty careers. Students are nominated for the program by CSU faculty. Those selected receive financial support for their professional activities. In addition, the program provides travel funds for the students and their CSU faculty sponsors to visit doctoral granting institutions. Jointly developed by the California State University and the University of California, the program is intended to strengthen communication between CSU and UC faculty in order to establish a regular process by which talented undergraduates are advised into graduate programs.

Discipline-Based Professional Associations Professional organizations formed by teachers of English, mathematics, science, history, and other disciplines draw their members from all educational segments. Many of these associations function on a local, regional and statewide level by sponsoring conferences, workshops, lectures, and professional publications. Specific activities focus on pedagogical, curricular, philosophical, and political issues of interest to teachers. Membership in these academic organizations offers faculty at all levels the opportunity to further their professional development.

Teacher Preparation and Assessment Advisory Panels Ten intersegmental panels of experts on teaching have been established to advise the Commission on Teacher Credentialing regarding the subject matter preparation and assessment of future teachers.

Each Teacher Preparation and Assessment Advisory Panel is preparing a set of recommended standards of program quality for the subject matter preparation of teachers, as well as a set of recommended specifications for subject matter assessment of teacher candidates. The Commission has established nine single subject panels in Art, English, foreign language, life science, mathematics, music, physical education, physical science, and social science. An interdisciplinary panel to advise the Commission about the subject matter assessment of prospective elementary teachers has also been created. Each panel consists of K-12 teachers, administrators and curriculum specialists, as well as faculty and administrators from the California State University, the University of California, and the independent four-year institutions.

Intersegmental Conference on Multicultural Teacher Preparation Intersegmental teams of K-12 and postsecondary educators participated in a major statewide conference in Oakland on the preparation of teachers for multicultural schools and classrooms. Entitled "Celebrating Diversity", the two day conference was sponsored by the Commission on Teacher Credentialing, and co-sponsored by the California Department of Education, the University of California, the California State University, the Association of Independent California Colleges and Universities, and several professional organizations. All participants came to the conference as members of intersegmental teams, and many of the panel presentations included speakers from two or more segments. Teachers, teacher educators, and policy makers learned about recent research findings related to multicultural education, and successful intersegmental efforts to prepare future teachers for pluralistic settings.

Institutionally-Based and Regional Programs

Recruiting a More Diverse Faculty A variety of regional intersegmental efforts to attract underrepresented students to teaching careers are underway in the state. Some of these programs, such as the Crenshaw High School Teacher Academy in Los Angeles, Project SOCRATES at Pierce College and CSU Northridge, and the PORT (Pool of Recruitable Teachers) Program at CSU Dominguez Hills, focus on attracting high school students to teaching. In these projects, K-12, community college, and four-year college faculty work together to identify and prepare underrepresented students to pursue teaching careers. The Minority Teacher Recruitment Program, a joint effort by UC Berkeley, CSU Hayward, and Merritt Community College, is designed to identify and support minority community college students who have an interest in and aptitude for teaching. All these efforts are intended to enlarge and diversify the pool of students who are qualified for and interested in teaching careers.

Josephine Miles Fellowship Program This reciprocal faculty development program established by UC Berkeley is designed to increase "professional dialogue" and to encourage "more collegial and resourceful exchanges which will broaden individual faculty growth and improve institutional articulation." The pilot project, instituted in spring 1988, has brought 23 English teachers from 13 Bay Area community colleges to UCB for a semester to teach composition, serve as mentors for Graduate Student Instructors, and to pursue individual research projects. Evaluation of the Miles Fellowship Program by the faculty participants and the graduate and undergraduate students with whom they worked underscores the project's success. As UCB seeks stable funding for the Miles Fellowship Program, the spirit of the Program continues in a series of lectures and workshops conducted by distinguished UCB faculty at Bay Area community colleges.

Comprehensive Teacher Education Institutes This effort, initiated by the California State University and the California Department of Education, is designed to strengthen the preparation of teachers. The institutes are based upon a three-way partnership between academic departments, education departments, and local school districts. Major goals focus on the improvement of curriculum and instruction, candidate assessment, articulation of preparation components, and collaborative governance. A chief objective of this effort is to improve the preparation of faculty to teach a more diverse student population. Institutes were established in 1986-87 at San Diego State University and Cal Poly, San Luis Obispo in conjunction with local school districts. Five additional institutes were established in 1988-89 at UC Riverside, CSU Northridge, San Francisco State University, CSU Chico, and CSU Fresno.

CSU Initiative on the Subject Matter Preparation of Prospective Teachers This initiative brings California State University faculty together with teacher educators and appropriate K-12 teachers and administrators to discuss and define the appropriate academic background for prospective K-12 teachers. These efforts in 1987-88 included two working conferences and resulted in the development of two reports to guide the assessment and preparation of potential elementary and English teachers. Since 1988, the California State University, in cooperation with the California Department of Education, extended this effort to additional disciplines: mathematics, foreign language, social science, physical science, art, music, and physical education. As a result, five additional workgroup reports have been published, and a discipline-based conference has been held to discuss appropriate subject matter knowledge and assessment models for prospective teachers in the disciplines.

Restructuring Initiatives A number of school districts and individual schools throughout California have embarked on major restructuring efforts. These schools and districts are exploring major changes in how teachers, administrators and school districts operate daily to improve student achievement. For the most part these efforts are initiated by the local district and the local teachers' union (California Teachers Association or California Federation of Teachers), and supported by existing school funds, a variety of private foundations, and/or business contributions. In some instances the efforts stem from a university/school collaborative project, such as the Accelerated Schools Project sponsored by Stanford University. Additionally, a number of the faculty from various UC and CSU campuses are actively involved in research on restructuring.

Stanford University/Foothill-De Anza Community College District Minority Fellows Program Stanford University and the Foothill-De Anza Community College District sponsor a Minority Fellowship Program designed to benefit minority doctoral students at the University and to increase the number of minority faculty at Foothill and De Anza College. This program offers graduate students the opportunity to explore community college teaching as a possible career and to gain classroom experience; it also provides an annual stipend to participating students. Five fellowships were granted in 1989-90 and five additional fellowships will be granted in 1990-91.

The Fellows 1) teach a total of three courses at Foothill or De Anza College, 2) hold office hours, 3) work on a selected project in the area of recruitment and retention of minority students and faculty and/or the improvement of the campus climate for cultural diversity, and 4) participate in activities through the Teaching Resource Center designed to improve teaching effectiveness. The Fellows must commit 20 hours per week to Foothill or De Anza College and make satisfactory progress toward their doctoral degree.

Migrant Education and Community College Partnerships Several partnerships have developed between migrant education programs and community colleges in rural areas of California. Some of the community colleges involved in these efforts include Butte College, Yuba College, Santa Rosa Jr. College, and Palomar College. The purpose of the partnerships is to improve the academic preparation of migrant junior and senior high school students and to encourage students to consider careers in education. Migrant Education students attend special summer programs at the community colleges and, depending on age and ability level, enroll in college courses. After graduating from high school, these students are encouraged to participate in the Mini Corp program at the college level. The purpose of Mini Corp is to increase the pool of bilingual educators by providing support and training for migrant college students who wish to pursue a career in teaching.

Trends and Developments

The demographic shifts in California's population will continue to pose a major challenge for educators during the next decade. Schools and colleges will be required to meet the needs of an increasingly diverse student body. Attracting and preparing a more diverse teaching faculty for all educational levels clearly will be of central importance in meeting this challenge. Such efforts will require sustained commitments over an extended period of time. However, a diversified faculty is not sufficient to meet the challenge. In addition, all teachers must be well-grounded and up-to-date in their subject matter and must develop the skills necessary to educate a culturally and linguistically diverse student population. The new, expanded structure for the Subject Matter Projects will help to strengthen faculty expertise by providing a forum for faculty to discuss disciplinary and pedagogical issues on a continuing basis. Other discipline-based faculty collaborations may also be established to supplement these efforts. Finally, new initiatives designed to help students who have limited English language skills will be needed to meet the challenge of educating linguistically diverse students who are entering all levels of our educational system in increasing numbers. Accomplishing all these goals will require long-term commitments from the educational segments.

III. REPORT ON 1989-90 CLUSTER COMMITTEE ACTIVITIES

Although the Improvement of Teaching Committee is interested in a wide range of issues including teacher induction and professional development programs, faculty evaluation, and improvement of the teaching environment, the committee's work for this year focused on faculty diversity, preparation of faculty to teach students who have limited proficiency in English, and the pedagogic preparation of graduate students to teach at the postsecondary level.

Continuing Support for Intersegmental Partnerships to Increase Faculty Diversity

Last year the committee sponsored a statewide forum on Increasing Faculty Diversity. Educational institutions across the state were encouraged to form regional intersegmental teams which would develop plans for encouraging underrepresented students to consider careers in teaching at either the K-12 or postsecondary levels. Thirty-two teams whose members represented seventy-nine different institutions, both K-12 and postsecondary,

attended the conference which showcased successful programs and offered strategies for increasing diversity. Participants acknowledged the importance of long term commitments to these endeavors.

Though the forum was judged to be a success by those in attendance, the committee recognized the importance of providing continued support to these diversity efforts, many of which were in early developmental stages. A priority for this year's agenda, therefore, has been to initiate the following activities designed to encourage and support these intersegmental partnerships:

- Monitoring and Supporting the Progress of Teams
- Information Dissemination
- Recognition of Teams
- Regional Discussion Meetings

These four activities comprised the committee's continuing efforts to increase faculty diversity. In addition to the regular contributions of its members, the committee's work in the area of faculty diversity was supplemented by additional resources provided by the Chancellor's Offices of CSU and CCC for monitoring team progress and disseminating information.

The committee initiated activities in this area by notifying each team member of the regional meetings to be held in the spring, introducing the two liaisons (supported by CSU and CCC) who would be in touch with each team and announcing the publication of a Faculty Diversity Newsletter. During the fall and early winter the liaisons collected information about team progress and whenever possible offered assistance to teams who needed it. The first *Faculty Diversity Newsletter* was published in the winter of 1990 and more than 1000 copies were disseminated across the state. A second newsletter was published in the summer. The newsletters, which were well received, featured brief articles about successful team efforts, descriptions of segmental conferences and statewide projects, and a calendar of events.

In another effort, aimed at encouraging more recognition of successful team efforts, the committee prepared materials which could be used for press releases, funding proposals or special recognition of team achievement.

As a major initiative, the committee sponsored two regional Follow-Up Forums, one in San Jose on April 30 and one in Los Angeles on May 8. Each forum showcased successful team efforts, offered information about seeking outside funding for projects and gave participants an opportunity to share problems and potential solutions. Participants included representatives from school districts, community colleges, and four year institutions. Approximately sixty people attended each meeting and most of the diversity teams were represented. The California Department of Education provided supplemental resources to support the forums.

Promising practices disseminated in four showcase presentations at each forum included:

- programs to assist the transition of paraprofessionals to teacher preparation programs at San Jose State University, CSU Dominguez Hills, and CSU Fullerton

- a community-based cooperative effort between American River Community College, CSU Sacramento, and San Juan and Grant school districts which offers 20 two and four year scholarships annually for tuition and books

- an urban teacher academy for grades 7-12 at CSU Hayward in collaboration with Oakland, Richmond, and New Haven school districts

- teacher preparation classes offered at high schools in Los Angeles, San Francisco, Fullerton, and Santa Ana with the cooperation of CSU Dominguez Hills, San Francisco State University, and CSU Fullerton.

In addition, a panel of representatives from the University of California, the Chancellor's Offices of the California State University and the California Community Colleges, and Los Angeles Unified School District's office of college and university relations discussed the role of linkages between institutional programs. Participants had an opportunity to question panel members and to meet in round table seminars to share problems, solutions, achievements, and plans for the future. The forums ended with a presentation of procedures and resources for private foundation funding. The diversity teams expressed satisfaction with the ideas and support the forums provided.

Analysis of Team Status The diversity teams have undertaken a wide range of activities to increase diversity at the K-12 and postsecondary levels. Each of the thirty-two teams formed at the spring 1989 Forum was asked to declare either a K-12 or postsecondary focus for their diversity efforts. Since then, some teams have focused their efforts on encouraging and preparing paraprofessionals to pursue a teaching credential; some have developed programs to attract junior and senior high school students to teaching careers; others have established financial incentive programs by providing stipends for underrepresented students who plan to earn a teaching credential. Team activities reflect the interests of the cooperating institutions, team personnel, regional needs, and available resources.

After informally reviewing the progress of all the teams, the committee found varying levels of activity and success. Teams whose activity level is classified as high have made excellent progress and are involved in implementing specific, well-defined diversity-building activities. Teams whose activity level is classified as moderate are planning or beginning to implement diversity activities. Teams classified as low in activity have made little or no progress. Despite committee efforts, there has been no contact with three teams. Table I provides estimations of the activity levels of the teams and a tabulation of teams by focus (K-12 or postsecondary).

Table I
Team Activity

Level of Activity	K-12	Postsecondary	Both	Total
High	12	1	0	13
Moderate	2	2	0	4
Low or inactive	3	5	2	10
Unknown (no information available)	0	3	0	3

The most striking result of this analysis is that the teams focusing on K-12 diversity were substantially more active than those with the postsecondary focus. Further analysis led the committee to identify the following factors as the key elements contributing to the success of the teams:

Personnel - Membership on successful teams tended to be stable. The role of members was appropriate to their position and rank within the institution. Team members were not overburdened with their responsibilities to the team and to the institution.

Resources - Successful teams had more outside financial support (usually from the CSU Diversity Grants or the CCC 2+2+2 Grants) than less successful teams. CSU Teacher Diversity Grants totaling $1 million supported intersegmental efforts to build K-12 diversity. The 2+2+2 grants for the CCC also supported efforts focusing on K-12. Postsecondary teams formed through the ICC Forum had no external financial support.

Institutional Support - Successful teams received more institutional interest and support than less successful teams and this support came from a higher administrative level within the institution.

Programmatic Features - Successful teams had a more comprehensive vision of their goals and tended to have a long range view. They made some attempt to link their efforts with other efforts within the institution and within their local or regional community. In addition, the more successful teams had established an identity for their project and had developed a commitment to a set of activities.

Improvement of Teaching Skills of Postsecondary Faculty

In addition to faculty diversity efforts, the committee is also interested in intersegmental approaches to improving the teaching skills of postsecondary faculty. There is little evidence that substantial numbers of students who earn doctoral degrees from the University of California or other independent four-year institutions secure teaching positions in California. Many of these graduates who plan to teach undoubtedly find faculty positions in other states. However, a substantial number of students earning M.A. degrees from California's four-year institutions remain in the state and often accept teaching positions in the community colleges. The preparation of these graduate students for postsecondary teaching positions is therefore of interest to the Improvement of Teaching Committee. The committee's activities in this area focused on programs in the UC and the CSU designed to help prepare graduate students for postsecondary teaching.

Pedagogic Preparation of Graduate Students

The committee's efforts to improve teaching at the postsecondary level included a review of the preparation of graduate students for college level teaching. The committee consulted with representatives from each of the postsecondary segments to learn what assistance/training was available. Though UC and CSU both offer training programs for

teaching assistants, the committee learned that graduate students who are not teaching assistants seldom have an opportunity to prepare themselves for postsecondary teaching. Those programs that do exist include the new certificate program at UC Davis. This one-year program, which is open to all graduate students, requires each participant to develop an individual learning contract which can incorporate experiences in fifteen teaching skill areas, attendance at round table discussion sessions, and participation in mentored teaching experiences. Another program sponsored by Los Rios Community College District awards internships to ethnic minorities and women who have M.A. degrees and want to teach at the community college level. This mentored teaching experience provides interns with the experience and training which will make them viable candidates for full-time positions.

After reviewing the problems and issues involved in the preparation of graduate students for postsecondary teaching, the committee decided that the need for new faculty in the community colleges demanded its most immediate attention. Current estimates indicate that 18,000 new instructors will be needed before the year 2000. Representatives from the community colleges have indicated that they would welcome cooperative efforts among the postsecondary segments designed to attract and prepare candidates for community college teaching. Such collaborations should give special emphasis to the diversity of cultural backgrounds and learning styles of community college students. Based on what it learned this year, the committee plans to develop specific activities in this area.

Postsecondary Faculty Development Efforts to Improve the Teaching of First and Second Year Faculty

After lengthy discussion of this agenda item, the committee determined that this was primarily a segmental activity. Given the already full agenda for 1989-90, the committee decided to postpone action in this area.

Other Activities for 1989-90

Preparation of Faculty Who Teach Courses for Non-native English Speaking Students

In its 1989 report *California's Limited English Language Students: An Intersegmental Agenda*, the Curriculum and Assessment Committee recommended that the Improvement of Teaching committee "examine the State's future need for faculty to teach non-native English speaking students at all levels; consider whether adequate preparation programs exist; and make recommendations about needed changes in the numbers of faculty and/or the kinds of preparation available to and received by such faculty."

In response to this request, the Improvement of Teaching Committee consulted with experts about the preparation of K-12 and postsecondary faculty for teaching students who have limited English language skills. Based on these discussions and a review of current demographic trends and state policies, the committee determined that increasing numbers of students who have limited English language skills are enrolling in California's schools, colleges and universities, and there is an inadequate supply of teachers who are prepared to teach them. Though educators and policy makers are increasingly aware of the ethnic diversity of California's students, the rapid changes in the linguistic diversity of this population are not as widely recognized. By the end of the decade, native English speakers

may constitute less than half of the students in some of our elementary and secondary schools. Clearly, similar changes will eventually be apparent in postsecondary institutions. There is, therefore, a pressing need to increase the number of faculty at all levels who are well prepared to teach students who have limited English language skills.

Based on its deliberations, the committee has prepared a report for the ICC which presents specific data, emphasizes the magnitude and importance of the issue, and offers recommendations for the ICC's consideration. Some of these recommendations will be incorporated in the committee's proposed agenda for 1990-91.

Participation of Teachers of Underrepresented Students in Subject Matter Projects

Though the committee is interested in initiating efforts to improve the teaching of all faculty, efforts to strengthen the teaching of faculty in low-performing schools are of special interest. This year in response to a request of the ICC, the committee reviewed the participation of teachers from low-performing schools in the subject matter projects. There are now six subject matter projects (Arts, Foreign Language, Literature, Mathematics, Science, and Writing) which are administered under the provisions of SB 1882. A seventh project, the History/Social Science Project, is being developed. The guidelines for these projects stipulate that each project will "recognize the critical need to improve instruction for all students but especially those who are members of underrepresented groups and/or students whose primary language is not English."

Each project is taking specific steps to encourage the participation of minority teachers and of teachers from low-performing schools. This work is being undertaken in every phase of the project from recruitment of project participants and staff to development of curriculum issues and teaching strategies. The Improvement of Teaching Committee has developed several lists to assist the projects in their recruitment efforts. These lists include the names of Achievement Council TEAMS schools, Chapter I schools, low-performing schools, and C-LERN schools.

As a result of its review, the committee recommended that the projects maintain their efforts to recruit minority teachers and teachers from low-performing schools and that the Regional Consortia develop incentives and strategies for greater participation of target teachers in the projects and in local follow-up activities.

IV. PROPOSALS FOR 1990-91

Proposed Activity 1: Report on Faculty Diversity Efforts

In order to further support faculty diversity efforts, the committee plans to collect information from the diversity teams for publication in a report which can be disseminated across the state. The purposes of the report will be to help build team identity, recognize and highlight successful programs, disseminate information on successful practices, encourage replication of successful programs, and communicate some guiding principles underlying these efforts. The report will be prepared over the summer and edited in the early fall. The anticipated publication date is in late fall. Supplementary resources provided by the University of California will support this activity.

Proposed Activity 2: Faculty Diversity Newsletter

The committee plans to continue publication of the Faculty Diversity Newsletter which will feature information about diversity efforts, help develop a team network, and provide recognition for successful diversity activities. Three or four issues are scheduled for 1990-91. The CSU will continue to support this publication.

Proposed Activity 3: Development of Faculty Diversity Networks

Though it is not possible for committee members to serve as ongoing liaisons with the diversity teams, the committee will continue to serve as consultants and advocates for the teams. Teams will be encouraged to call on the Improvement of Teaching Committee as a resource and advisor. When appropriate, the committee will encourage the expansion and institutionalization of current regional efforts by encouraging new schools and colleges to join existing programs and by encouraging personnel in experimental efforts to join forces with current institutional programs. In addition, the committee will encourage the formation of regional intersegmental faculty diversity networks.

A breakdown of the ICC teams by geographical region shows that the state is fairly well covered by teams with a K-12 faculty focus. The geographic distribution could be improved by inviting public four-year campuses not now involved in ICC diversity efforts to join the network.

Proposed Activity 4: Diversity of the Postsecondary Faculty

Because efforts to diversify the postsecondary faculty have met with less success than those focusing on the K-12 faculty, the committee will give special attention to this area. As a first step, the committee will analyze the efforts of those few postsecondary teams which have engaged in a moderate to high level of activity to identify what team strategies have been successful. In addition, the committee will consult with higher education faculty and administrators to identify what strategies would be most successful in attracting underrepresented students to postsecondary teaching careers. The committee also plans to devote special features in the newsletter to postsecondary diversity.

Proposed Activity 5: Recruitment and Preparation of Graduate Students for Community College Teaching

Having reviewed the anticipated need for new community college faculty in the next decade and the need for diversifying and preparing the faculty, the committee plans to engage in a number of activities aimed at stimulating discussion and raising awareness about this issue. As a first step the committee will work with appropriate four-year and community college representatives (including graduate deans, deans of instruction, graduate advisors and other key faculty and administrative leaders) in at least one geographic region to organize a series of discussions. The purposes of the meeting would be (a) to raise awareness about the need for community college faculty, (b) to share information about current efforts to attract faculty, and (c) to encourage participants to make recommendations on how two-year and four-year colleges in a region might work together to attract graduate students to community college teaching and to prepare them for such positions. Recommendations could address such areas as strategies for attracting diverse students to teaching, appropriate preparation for such students, and appropriate field experiences.

Proposed Activity 6: Preparation of Materials to Attract Candidates to Careers in Teaching Linguistically Diverse Students

Last year, following the recommendations of the Curriculum and Assessment Committee's report on ESL issues, the ICC requested the Improvement of Teaching Committee "to examine the state's future need for faculty to teach non-native English speaking students at all levels, to consider whether adequate preparation programs exist, and to make recommendations about needed changes in the numbers of faculty and/or the kinds of preparation available to and received by such faculty." In response to this request, the Improvement of Teaching Committee has prepared a report entitled *Teaching California Students Who Have Limited English Language Skills*. The report presents some of the available data and emphasizes the need to strengthen the preparation and development of faculty at all levels to teach students whose English language skills are inadequate for academic success.

Current data indicate that 16% of the entire K-12 student population are students who have limited English language skills. Increasing numbers of limited English speaking students are also enrolling in the community colleges and the four-year institutions. Yet the numbers of faculty prepared to teach these students have not correspondingly increased. The report recommends that the ICC support an effort to attract more candidates to teaching careers in this field. In particular, the report emphasizes the need for dissemination of clear, accurate information about the requirements and opportunities for those who wish to teach students who have limited English language skills. The committee proposes to prepare materials to inform high school and college students about educational requirements and career opportunities in the field of teaching linguistically diverse students at all educational levels. Depending on available resources, the committee will prepare pamphlets and brochures designed to appeal to specific audiences, including high school students, college students, and paraprofessionals. These materials will highlight both K-12 and postsecondary career options.

Proposed Activity 7: Intersegmental Discussions of Teacher Preparation Program Improvements (Language Acquisition Study and Student Teaching Experience)

Though there is a great need to enlarge the pool of teachers who are specially trained and certified to work with those who speak English as a second language, there is also a need to improve the preparation of <u>all</u> teachers to work with a student population which increasingly is linguistically diverse. Knowledge about how first and second languages are learned could provide teachers with a foundation for meeting the challenges of today's classrooms. The committee proposes to facilitate intersegmental discussions of the potential value of K-12 teacher preparation programs by (a) establishing the study of language acquisition and development as prerequisite study for admission to professional preparation, and (b) including some supervised teaching in classrooms with students who have limited English skills. The committee will identify appropriate organizations which could serve as forums for these discussions and will encourage these organizations to put such a discussion on their meeting and conference agendas during the year. The committee will offer resource information and, when appropriate, will identify personnel to assist in conference presentations and discussions about this topic. Based on the responses to these discussions, the committee will assess the need for ICC-sponsored meetings next year.

Chapter 4

TRANSFER AND ARTICULATION

I. ROLE OF THE TRANSFER AND ARTICULATION COMMITTEE

The role of the Transfer and Articulation Committee is to facilitate the flow of students between California's educational segments, especially students moving from two-year to four-year institutions. The five educational segments in California offer a wealth of opportunities for students; however, the complexity of the educational system can seem intimidating and deter students from taking full advantage of such opportunities. The committee works to strengthen the transfer function and promote interinstitutional and intersegmental articulation so that students can better understand their options and complete their educational programs in a timely way, even though their courses and programs may be completed through attendance at several institutions and in more than one segment.

The committee has a particular interest in efforts to improve the transfer rates of students historically underrepresented in four-year colleges and universities. Currently, over seventy-five percent of all Black and Hispanic students who are enrolled in California public higher education are attending a community college; however, the percentages of these students who transfer to public four-year institutions are well below the transfer rates of other racial and ethnic groups. If the current transfer rate of Black and Hispanic students does not increase, it is not likely that the state's goal of educational equity will be achieved. The committee believes that stronger articulation and transfer programs can greatly aid in facilitating the movement of underrepresented ethnic minority students from community colleges to four-year institutions. In fact, the goal of many of the committee's activities is to positively influence the transfer rates of underrepresented students.

Specific transfer and articulation activities have, by definition, always been intersegmental. However, current educational imperatives demand broader based and more comprehensive efforts than have been attempted. To further these kinds of enhanced efforts, the committee performs various functions. For instance, the committee disseminates information through several publications and sponsors conferences and forums to facilitate the exchange of information among individuals involved in the transfer and articulation process. Where needed, the committee serves as a facilitator to ensure that intersegmental activities and programs in its sphere of influence function effectively. When effective transfer and articulation efforts are identified, the committee plays an advocacy role and works to broaden the effect of such efforts.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

Because transfer and articulation activities are inherently intersegmental, there is a long history of cooperation in these areas among the schools, colleges and universities of California. However, in the last ten years there has been a substantial increase in intersegmental efforts, not only at the statewide level but at the regional and institutional

levels as well. The following descriptions include all of the statewide efforts but only a few examples of the many regional consortia and institution-based programs designed to strengthen cooperation among institutions, coordinate curricula, and facilitate the academic progress of students.

Major Statewide Efforts

Transfer Centers The Transfer Center Project is an intersegmental effort designed to increase the number of community college students who transfer to four-year colleges and universities to complete their baccalaureate degrees. A special focus of the project is the transfer of students historically underrepresented in higher education. The project was initiated in 1985 and was implemented by twenty community colleges, eight UC campuses, fourteen CSU campuses and thirteen independent colleges and universities. An independent evaluation of this pilot project, completed in August 1989, concluded that the the program contributed to the increase of transfer rates and recommended expansion of Transfer Centers into additional community colleges. This report was the primary focus of the 1989-90 meeting of Transfer Center Project Directors, with the discussion centering on implementing recommendations contained in the report.

The California Articulation Number (CAN) System Students planning to transfer from a community college often find that their college's numbering system and the numbering system of the institution to which they intend to transfer are not the same. This makes the determination of course equivalencies difficult. The CAN System was established to improve articulation and to simplify the determination of class equivalencies for students, faculty, and counselors. In this way, the CAN System can help to reduce wasted units, duplication of prior work, and gaps between levels of instruction. The CAN System does not seek to provide a common numbering system in the state, but rather assigns a California Articulation Number to classes for which written articulation agreements between a community college and a minimum of four four-year campuses have been developed. Beginning as a voluntary intersegmental pilot project in 1982, the CAN System gained the endorsement of the California Postsecondary Education Commission and intersegmental funding to launch the current statewide effort. Currently, eighty-eight of the 107 community colleges, seventeen of twenty California State University campuses, and one of the eight general campuses of the University of California have signed statements of commitment to participate in the CAN System. Reflecting growing institutional support and participation, 4,600 courses have qualified to use a California Articulation Number.

Articulation System Stimulating Interinstitutional Student Transfer (Project ASSIST) Project ASSIST utilizes computer technology to help improve the dissemination of articulation information and to strengthen the transfer function. The ASSIST system was initially developed at UC Irvine in 1983 and received state funding in 1985 to continue its development. A 1988 evaluation of the system outlined a number of recommendations for improvement and endorsed its expansion to a statewide level. Currently, staff from ASSIST and the California Articulation Number (CAN) System are working to make the CAN data base available through the ASSIST system. ASSIST now involves thirty-four participating institutions, including fifteen California Community Colleges, eleven California State Universities, and the eight general campuses of the University of California.

The ASSIST system seeks to provide students and counselors ready access to: 1) information about programs and services at participating institutions; 2) current articulation agreements referenced by academic program; 3) current course-to-course articulation; and 4) on-line assessment of the progress of individual students.

2+2 and 2+2+2 Projects Since 1985, the Community College Board of Governors has identified high school articulation as an important part of its basic agenda. The community colleges have implemented two course/program articulation projects: the 2+2 Vocational Education Projects and the 2+2+2 Career Education Projects. These projects are designed to improve articulation in career and occupational areas. Both projects have served to enhance faculty to faculty communication, to create a context in which faculty work together to improve student preparation, and to involve faculty in staff development activities. The projects serve to formalize the articulation of secondary school curricula and to create clear educational pathways for students, enabling them to move from one segment of education to the next highest level without duplication of effort.

The 2+2 projects, funded by federal grants and jointly administered by the California Department of Education and the California Community Colleges, are designed to articulate vocational programs between the two systems. The designation 2+2 refers to a clearly articulated four-year program composed of the last two years of a structured vocational curriculum in the high school and two years in a community college in the same curricular area. Nineteen 2+2 projects completed the three year funding period in 1989-90. For 1990, five districts have been selected as demonstration sites to assist schools and colleges in the development of 2+2 articulation programs. One district will act as a coordination site to disseminate information on demonstration site activities. A 2+2 articulation conference will be held in the Spring of 1991.

The 2+2+2 articulation projects focus on career education curricula leading to a baccalaureate degree. These state funded projects involve the last two years of the high school curriculum, the first two years of college at a community college, and the last two years of an upper division curriculum at a four-year college or university. There are twenty-seven 2+2+2 projects being funded in a wide variety of career related subject areas. Eight of these are new projects in teacher education with a focus on underrepresented students.

Puente Project Currently in operation on twenty community college campuses, the Puente Project is a one-year intensive counseling, mentoring, and writing program for Mexican American community college students. Puente's goals are to reduce the drop-out rate among Mexican American students and to increase their transfer rate to four-year colleges and universities. To accomplish its goals, Puente provides assistance to students through teams--English instructors, Mexican American counselors, and Mexican American mentors from the professional community. The counselors coordinate the students' academic programs at the community college and match students with mentors. English instructors work with the same small group of students over a two course sequence. The second of the two courses is English 1A, a transfer level English course. The mentors share their academic and career experience with students and introduce them to professional and community organizations. This team approach provides students a more comprehensive support system and has contributed to improving the transfer of Mexican American students to four-year institutions.

Intersegmental General Education Transfer Curriculum The Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges has responded to the recommendation of the Legislature by creating a general education transfer curriculum common to both the University of California and the California State University. Completion of the Transfer Curriculum will permit a student to transfer from a community college to a campus in either the California State University or University of California systems without the need, after transfer, to take additional lower-division general education classes. Though final details regarding implementation are still being worked out, the Transfer Curriculum has been approved by the three academic senates and will be moving to the implementation stage in the near future.

Completion of the Transfer Curriculum is not a requirement for transfer, nor is it the only way to fulfill the lower-division general education requirements of the CSU or UC. The creation of the General Education Transfer Curriculum is intended to simplify the transfer process for students, since students who intend to transfer will not have to decide between the two public four-year segments in order to determine general education requirements. Agreement on an acceptable General Education Transfer Curriculum among the public higher education segments is a major step in the effort to strengthen the transfer function.

California Community Colleges and the California State University Joint Faculty Projects The California Community Colleges and the California State University are currently involved in regional, faculty-based joint projects to articulate baccalaureate level English, mathematics and critical thinking courses. These projects have proven effective in furthering common practices in assessment and placement between California State University campuses and California Community Colleges. This effectiveness is reflected in the steady growth of this effort, with seven funded projects being added this year, bringing the total number of funded projects to eighteen. It is hoped that additional growth in the scope of the projects can be accomplished by expanding the number of subject areas.

Institutionally-Based and Regional Programs

CSU Regional Transfer Programs Beginning in 1989-90, the California State University implemented a new approach to encourage underrepresented community college students to transfer to a four-year institution. The aim of the program is to identify community college students involved in vocational and career-ladder programs, especially students from underrepresented ethnic minority groups, low income students, and older part-time students. More specifically, the program seeks to identify students who have the potential to pursue the baccalaureate degree, but who have not indicated that they intend to transfer. Once identified, these students are paired with trained student interns from CSU campuses who then help to counsel and encourage the community college students to consider transfer to a four-year institution. CSU campuses are working with 54 designated community colleges in programs involving more than 1,600 underrepresented ethnic minority students.

Although these programs are funded by the CSU Chancellor's Office, they are regional in scope and are being implemented jointly and cooperatively with community college campuses and districts. The program requires that CSU campus faculty and administrators work closely with their counterparts in the community colleges to identify vocational program areas to be included, to identify the potential transfer students, and to identify the particular articulation that may be required.

Transfer Opportunity Program UC Davis has joined with six northern California community college districts and twenty-three campuses to form the Transfer Opportunity Program. This program is jointly funded by participating institutions and administered by an intersegmental steering committee. The program provides community colleges with a transfer advisor from UC Davis who works with counselors and students at the participating community college campuses. The advisor serves as a liaison to counselors and provides students with information regarding admissions and graduation requirements. Further, the program offers transfer admissions agreements which guarantee students admission to specific UC Davis programs if they meet the course and grade point requirements set forth in the agreement.

Transfer Alliance Program UC Los Angeles has entered into a partnership with twelve community college campuses in southern California in the Transfer Alliance Program. This program emphasizes the building of interinstitutional relationships. A bilateral agreement between UC Los Angeles and the participating community colleges serves as the basis of the partnership. Each participating community college has a three member team which includes an administrator, a faculty member, and a counselor. The teams from the colleges meet on a regular basis with university program staff from the Office of Academic Interinstitutional Programs to discuss operational issues, monitor program results, and plan the future direction of the program.

The program encourages students to complete an enriched academic program at the participating community colleges and to transfer as juniors with priority consideration for admissions to UC Los Angeles. All Transfer Alliance Program graduates applying to the UC Los Angeles College of Letters and Sciences have been accepted. A recent evaluation indicates that Transfer Alliance Program students have higher grade point averages after one year at UC Los Angeles than other students from the community colleges.

Tri-Valley Alliance The Tri-Valley Alliance is a regional intersegmental consortium composed of eleven community colleges, two independent institutions, and California State University, Northridge. The Alliance fosters intersegmental collaboration among member institutions through monthly meetings of Chief Academic Officers and quarterly meetings of Vice Presidents and/or Deans of Instruction. Members of the Alliance discuss articulation, general education, outreach activities, and strategies to improve transfer rates and the retention of students once they transfer. Each year the Alliance sponsors a regional conference which provides faculty the opportunity to discuss lower division equivalencies, course syllabi, textbooks, tests, and assignments.

South Coast Higher Education Council The South Coast Higher Education Council is an intersegmental consortium of nineteen postsecondary institutions in Los Angeles and Orange Counties that meets quarterly to discuss a variety of issues including articulation and transfer. Each spring the Council sponsors an intersegmental conference for secondary school principals and counselors. Additionally, the council publishes an "Articulation Grid" which shows course equivalencies between local community colleges and four year institutions and works to coordinate transfer day programs at member community colleges to assist students who wish to transfer.

Northern California Higher Education Council The Northern California Higher Education Council is a regional intersegmental organization in northeastern California that promotes quality education and facilitates regional planning among postsecondary institutions. The structure of the Council includes an Executive Committee composed of Deans of Instruction from member community colleges and Deans of Continuing Education from four-year institutions and a Policy Board composed of the Presidents of each college and university. Representatives of member institutions coordinate recruitment and articulation activities within their region and cooperate on a variety of special projects designed to meet the particular needs of students in their area. The Council seeks funding for their intersegmental activities through private foundations and governmental agencies.

Trends and Developments

The last several years have seen a renewed interest in the transfer function, both in California and nationally. The Board of Directors of the American Association of Community and Junior Colleges (AACJC) has pronounced 1990 "The Year of the Transfer;" but in California the review of the Master Plan for Higher Education, begun in 1985, has already focused a great deal of attention on the transfer function. That review led to a number of recommendations for strengthening the transfer function, many of which were incorporated into a major bill on transfer (SB 507-Hart). Throughout 1989-90 this bill was the subject of extensive discussions among the educational segments. Although the transfer bill was ultimately vetoed by the Governor, the segments have expressed a commitment to implement the essential provisions of the bill and to cooperate in new ways in order to ensure the smooth progress of students from the community colleges to the universities.

The emphasis on transfer is also reflected in the development or expansion of various types of transfer and articulation agreements. Some of these agreements simply articulate course equivalencies between two institutions, while other agreements move beyond this and add a guarantee of admission based upon completing a specified number of units with a particular grade point average. On the statewide level, the adoption by the three Academic Senates of the Intersegmental General Education Transfer Curriculum will simplify the transfer process for many students. Expanded cooperation between the CAN and ASSIST programs will also help to facilitate new intersegmental agreements.

Another trend both nationally and in California is a renewed interest in improving the quality of transfer data. One way to improve such information is to develop better transfer definitions, as there is no single definition for such commonly used terms as "transfer student" and "transfer rate." The lack of commonly accepted definitions makes it difficult to examine transfer issues. By developing commonly accepted definitions for such terms, more accurate data can be gathered, and such data can better inform policy decisions.

As noted in a recent draft report from the California Postsecondary Education Commission, *Update on Transfer, Articulation, and Collaboration: California in the Larger Picture*, the significant progress which has been achieved does not obviate the further development of the transfer function in California. The segments are keenly aware of this need, particularly with regard to the transfer of Black and Hispanic students and other underrepresented student groups. Enhancing the transfer function helps to broaden the availability of higher education opportunities and thus is critical in fulfilling the state's commitment to educational equity.

III. REPORT ON 1989-90 CLUSTER COMMITTEE ACTIVITIES

Underrepresented Minority Student Participation in Postsecondary Education

During 1988-89, a study was conducted by the California Community College Chancellor's Office in cooperation with the Transfer and Articulation Committee to identify and compile information on community college programs designed to encourage the transfer of ethnically underrepresented students to four-year institutions. The results of the study were released in the fall of 1989 and disseminated among the segments during the spring of 1990.

The Subcommittee on Underrepresented Minority Student Transfer reviewed the findings of the community college study during 1989-90. Those findings revealed that only a small number of community colleges have developed programs specifically to encourage the transfer of ethnically underrepresented students to four-year institutions, and no college had a program that had been in place long enough to demonstrate significant success in terms of transfer outcomes. The study also suggested the need for colleges to maintain more accurate information on the success of transfer students and for both two and four-year institutions to further develop and implement the practices that have proven successful in improving underrepresented student transfer. Both the subcommittee and the Transfer and Articulation Committee as a whole discussed accountability issues and ways to encourage the improvement of data collection at the local level for programs designed to increase minority transfer.

In addition to reviewing the results of the study, the subcommittee developed an inventory of state-funded intersegmental and segmental initiatives designed to increase transfer among underrepresented groups. This inventory was disseminated in draft form at the 1990 Transfer and Articulation Conference. The subcommittee plans to refine and further develop this document during 1990-91.

Transfer Agreements

As a result of the increasing importance of the transfer function and of recommendations made by the Joint Legislative Committee for Review of the Master Plan, there has been considerable interest for the last several years in various types of transfer admission agreements. Such agreements inform potential transfer students about the specific requirements they must meet to gain access to the university or program of their choice. They are, in effect, written guarantees of admission for students who satisfy the requirements set forth in the agreement. Some institutions view transfer agreements as an effective way to encourage and facilitate the successful transfer of greater numbers of students from community colleges to four-year institutions.

Colleges and universities in several regions are currently participating in transfer admission agreement programs. Interested in the potential benefits of transfer admission agreements, as well as in identifying potential problems, the Transfer and Articulation Committee established a subcommittee to investigate issues related to the development and implementation of such agreements. The results of this investigation formed the basis of two workshops on transfer agreements at the 1990 Transfer and Articulation Conference. Discussions in those workshops raised a number of questions and concerns that the segments are working together to address.

Data Needed for Increasing Student Transfer

Improving the process of collecting and disseminating transfer data within and across segments is an important step in strengthening the transfer function. In order to assess the effectiveness of current transfer practices and to aid in the development of new ones, it is necessary to obtain better and more comprehensive information on the pool of potential transfer students, the rate at which transfer students apply and are admitted to institutions of higher education, and the success rate of students after transfer.

The Data Needs Subcommittee was formed to address this need for accurate information and to further define transfer data needs. In an interim report, the subcommittee identified as its primary goal the establishment of common definitions for "transfer rate," "transfer pool," and "transfer student." The lack of common definitions was seen as an impediment to a clear understanding of the transfer process and of what is effective in improving that process. Subcommittee members have met with researchers who have developed working definitions for these terms and have begun a review of the literature on transfer data. In addition, the subcommittee is developing a matrix, by segment, of existing data reports useful for evaluating and improving transfer efforts. This matrix is intended to assist college and university personnel who are working to improve the transfer process.

Information Dissemination

Because of the increased attention and activity being devoted to strengthening the transfer function, especially for underrepresented minority students, the dissemination of accurate transfer and articulation information is extremely important. In order to facilitate the flow of this information, the ICC produces several publications and sponsors an annual Transfer and Articulation Conference.

The 1990 Transfer and Articulation Conference, held on April 23 and 24 in the San Francisco area, brought together over 400 participants from all segments of education. The theme for this year's conference was *New Perspectives on Transfer: Partners in Student Success*, and the particular emphasis of the conference was on the academic success of underrepresented minority students and their progress through the educational "pipeline." This emphasis was reflected in presentations on the increasing cultural diversity of California and on the implications that this diversity has for institutions of higher education. The conference included discussion sessions on a broad range of topics, some focusing on the process of transfer and articulation, and others on such issues as *Curriculum for a Multicultural Society*, *New Directions in Student Affirmative Action*, and *Faculty Participation in Assisting Underrepresented Student Transfer*.

The two regular publications of the Transfer and Articulation Committee are the *Directory of Articulation and Transfer Personnel* and the *Handbook of Articulation Policies and Procedures*. These two publications are designed to provide professionals in the field with information needed to assist students preparing to transfer. The *Directory,* which is sent to school, college, and university personnel throughout the state, is published annually and provides the names, addresses, and telephone numbers of student service personnel at all campuses of the community colleges, independent colleges, University of California, and California State University. The listed services (e.g. admissions, financial aid, EOPS, course articulation, disabled student services, transfer centers, etc.) make the publication particularly useful to individuals involved in articulation, outreach, and counseling and guidance. During 1989-90, over 3,700 *Directories* were disseminated.

The ICC also distributed over 2,000 copies of the *Handbook of Articulation Policies and Procedures*. This *Handbook*, last published in 1989, is revised when changes in articulation policy require it. It is intended to assist individuals involved in articulation by explaining the articulation policies and practices of each of the postsecondary segments. Currently, the ICC is monitoring the implementation of the Intersegmental General Education Transfer Curriculum and will revise the *Handbook* when the implementation process is completed.

A Model for Strengthening Academic Counseling and Advising

An important mechanism for facilitating the flow of students through succeeding levels of education is effective academic counseling and advising. The need for effective academic counseling is especially important given the current high level of activity and focus on articulation issues. Changes in articulation policy and procedures require strong linkages among counseling and guidance personnel at different educational levels to ensure that the students have access to timely and accurate information.

In an effort to improve academic counseling and advising, the Transfer and Articulation Committee and the California Department of Education this year co-sponsored an intersegmental pilot project. The project brought together counseling and guidance personnel from elementary, middle, and high schools in the Richmond Unified School District, as well as individuals involved in postsecondary outreach programs within the district. A two-day *Counselor Academy* in January of 1990 was aimed at improving the linkages of counseling and guidance services among the district's elementary, middle, and high schools. *Academy* speakers, sessions, and panel discussions also focused on the interaction of K-12 counseling and guidance with college outreach programs. In order to increase awareness of this type of articulation effort, a panel presentation on the *Academy* was offered at the 1990 Transfer and Articulation Conference in San Francisco.

Intersegmental Transfer and Articulation Projects

The Transfer and Articulation Committee functions as a forum for various intersegmental projects which have their own policy or advisory boards such as the Transfer Centers, the California Articulation Number System (CAN), and the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). The committee serves to monitor the development of these projects and to encourage their coordination in ways which maximize their effectiveness.

Of particular interest this year is the improvement of coordination between CAN and ASSIST, both of which are designed to facilitate the transfer of students from community colleges to four-year institutions. The CAN system, which is a cross-referenced course numbering system, gathers an enormous amount of data on articulation agreements between colleges and universities in California. To date over 4,600 courses have qualified to use a CAN designation, and the CAN database includes over 40,000 records. ASSIST, which is a computerized articulation transfer planning system, provides a way to make that information more available. ASSIST is designed to allow students, counselors, and educators access to information about academic requirements and opportunities within California higher education. It is a very powerful and flexible system with a wide variety of applications and can be used for student counseling, high school and college outreach, academic evaluations, articulation, and institutional research.

During the past year, staff of these two programs have had ongoing discussions on a variety of topics, including methods of data transmittal, maintenance, and monitoring of data for currency and accuracy. These discussions have resulted in a preliminary plan for linking these two intersegmental efforts by including the articulation data collected by CAN in the ASSIST system. This cooperation will improve the ability of both systems to provide timely and accurate information both to students and to student service personnel.

IV. PROPOSALS FOR 1990-91

Underrepresented Minority Student Participation in Postsecondary Education

As has been noted, a major focus of the committee is on identifying, fostering, and promoting intersegmental efforts which can increase the numbers of underrepresented minority students who pursue higher education. The following activities, though presented individually, are interrelated parts of the committee's overall effort to further educational equity.

Proposed Activity 1: Increasing Underrepresented Student Transfer

The study conducted by the Community College Chancellor's Office in cooperation with the Transfer and Articulation Committee, *Programs and Practices that Facilitate the Transfer of Underrepresented Ethnic Minority Students*, revealed a number of needs which should be addressed during the 1990-91 year. The study showed that there were only a few relatively new community college programs specifically created to encourage the transfer of underrepresented minority students. The study outlined a number of elements essential to program success, encouraged the further development and implementation of effective practices by two and four-year institutions, and encouraged improvements in the record keeping, tracking, and follow-up of students.

To address the findings of the study and in an effort to improve the percentage of underrepresented students who transfer, several activities are proposed for the 1990-91 academic year. First, the committee plans to refine the 1989-90 draft of the intersegmental project inventory, including assessment information, where available, and disseminate it to the segments. Then, the committee will develop a report which reviews existing projects and practices and addresses a number of issues related to the success of minority transfer efforts, including:

- information and data elements necessary to assess the effectiveness of efforts to improve minority transfer;
- coordination among the segments of academic advising for prospective transfer students;
- involvement of community college faculty in the identification of minority students who have the interest and ability to pursue the baccalaureate degree;
- coordination of financial aid.

This report will culminate in a comprehensive series of principles and recommendations designed to guide intersegmental activities and initiatives for the improvement of minority transfer.

Proposed Activity 2: Review of Data on Underrepresented Student Transfer

Although 75% of underrepresented students who are pursuing a postsecondary education attend community colleges, the percentage of Hispanic and Black students who transfer to UC and CSU is very low. In general, those community colleges that transfer the largest number of underrepresented students also transfer the largest number of students overall. The community colleges with very large numbers of underrepresented students often transfer very few students.

In order to better understand the institutional factors that affect the transfer of underrepresented students, the Transfer and Articulation Committee proposes to undertake a comprehensive review of the data on underrepresented student transfer. The review will include an analysis of underrepresented student transfer from individual community colleges to specific UC and CSU campuses within the context of the socio-economic, demographic, and institutional characteristics of the community colleges.

Proposed Activity 3: Cooperative Outreach and Transfer Efforts

There are a number of high school outreach programs, such as Early Academic Outreach (UC), the College Readiness Program (CSU), Junior MESA, and Cal SOAP, designed to increase the number of underrepresented students who pursue postsecondary education. Students involved in these programs, however, often enroll in community colleges when they graduate from high school rather than in baccalaureate level institutions, or they do not go on to college at all. Currently, very little is done to track or assist these students or to determine whether they eventually transfer from the community colleges to four-year institutions. Because these students have been identified as having potential for university level work, it is important that better linkages be established to monitor and encourage their progress toward a bachelor's degree.

During 1990-91, the segments will work with various early outreach programs to develop and implement a process whereby students who have participated in UC, CSU, and other early outreach activities and who intend to enroll in a community college are 1) identified while they are in high school, 2) contacted by a community college while they are in high school, 3) tracked to verify their enrollment in the community college, and 4) monitored and supported at the community college by community college staff and through regular contact with UC and CSU outreach staff until they transfer. The Transfer and Articulation Committee will work closely with the Outreach and Student Preparation Committee to implement this proposal.

Proposed Activity 4: Articulation of ESL Courses

In 1989, the ICC adopted a report entitled *California's Limited English Language Students: An Intersegmental Agenda*, which identified a number of intersegmental issues related to the progress of students whose primary language is not English. Among other issues, the report outlined the difficulties faced by limited English students in community colleges who have to spend considerable time in ESL courses that do not count toward a degree goal.

In response to the recommendations of the report, the Transfer and Articulation Committee proposes to compile information regarding the articulation of ESL courses between community colleges and the four-year segments. The committee will gather information regarding community college ESL courses designated as baccalaureate level (i.e., those that meet general education and other requirements of the four-year segments). Based on the information compiled, the committee will make recommendations to facilitate the articulation of ESL courses.

Information Development and Dissemination

The committee is interested in both the dissemination of information and the improvement of the quality of available information. Further, the committee is most interested in providing individuals involved with transfer and articulation issues opportunities to discuss new and ongoing efforts.

Proposed Activity 5: Data Needs for Strengthening Student Transfer Efforts

The Transfer and Articulation Committee will continue to promote the development of intersegmental transfer data collection and dissemination activities which are designed to support and enhance transfer efforts. To this end, a subcommittee will continue working toward the establishment of common definitions for terms including "transfer rate," "transfer pool," and "transfer student," which will provide a foundation for strengthening intersegmental transfer data collection and utilization. This subcommittee will prepare a report on alternative formulas that have been developed to define a transfer rate, including various proxies for defining the transfer pool. A symposium will be convened with representation from the field to react to the findings of the subcommittee and to discuss definition issues. Once agreement has been reached on definitions or formulas to be recommended for statewide implementation, pilot testing at various campuses may be initiated. This activity will be undertaken in close cooperation with the California Postsecondary Education Commission.

Proposed Activity 6: Transfer and Articulation Conference

In order to provide a forum for transfer and articulation issues, the Transfer and Articulation Committee will again sponsor a Transfer and Articulation Conference. Previous evaluations of this annual event indicate that the conference is a valuable resource to both field and policy-level staff involved in the transfer and articulation process. For the 1990-91 conference, the planning committee will pursue four goals to increase the effectiveness of the conference as a forum: 1) assure that the issue of increasing transfer among underrepresented populations continues as a high priority topic for the conference; 2) identify key articulation issues that are central to the interests of each segment, with particular reference to implementation of the Intersegmental General Education Transfer Curriculum; 3) increase faculty participation in the conference and the workshops; and 4) increase the participation of secondary school representatives at the conference.

The committee also plans to work closely with the Outreach and Student Preparation Committee in order to continue to broaden the focus of the conference beyond specific questions of transfer and articulation to include larger issues of student preparation and progress through the educational "pipeline."

Proposed Activity 7: Publications

In order to facilitate the flow of information about transfer and articulation procedures and issues, the Transfer and Articulation Committee will continue to publish and disseminate two publications, the *Handbook of California Articulation Policies and Procedures* and the *Directory of Articulation and Transfer Personnel*.

The *Handbook of California Articulation Policies and Procedures* will need to be revised to reflect the implementation of the Intersegmental General Education Transfer Curriculum. The committee will continue to send copies of the *Handbook* on request, and a more comprehensive mailing will follow the publication of the revised edition. The committee will update the *Directory of Articulation and Transfer Personnel* and distribute the document to school, college, and university personnel across the state. This annual publication provides a valuable resource for personnel involved in the transfer and articulation process.

Depending on available time and resources, the committee will also consider revising and updating the *Directory of Intersegmental Programs and Regional Consortia* last published in 1986. The Transfer and Articulation Committee would like to undertake this revision in conjunction with other cluster committees. The Transfer and Articulation Committee believes that this directory provides a valuable overview of intersegmental activity and encourages the further development of intersegmental cooperation at the local level.

Other Activities

Proposed Activity 8: A Model for Strengthening Academic Counseling and Advising

Building on the 1989-90 *Counselor Academy* hosted by the Richmond Unified School District, the Subcommittee on Strengthening Academic Counseling and Advising plans to engage in two activities during 1990-91.

First, the subcommittee will facilitate plans for the 1990-91 follow-up meetings and activities requested by participants in the *Counselor Academy*. The subcommittee will monitor these activities to determine whether the model for the *Counselor Academy* should be expanded. Second, the subcommittee plans to work with the California Department of Education to replicate the *Counselor Academy* in other areas of the state. The subcommittee will consider the possibility of a 1990-91 *Academy* in the Sacramento area.

Chapter 5

CURRICULUM AND ASSESSMENT

I. ROLE OF THE CURRICULUM AND ASSESSMENT COMMITTEE

The Curriculum and Assessment Committee directs its attention to the coordination and articulation of curriculum and assessment among the segments. In the most general sense, the committee is interested in strengthening the continuity of both curriculum and assessment among the segments so that students move smoothly from one educational level to another. Additionally, the committee is concerned that curriculum and assessment reinforce each other, both within and among the segments.

Collectively, these goals present a major challenge given the size and scope of California's educational systems. The challenge must be met, however, if the state is going to fulfill its promise of providing all students with a quality education. This means that all students should have access to a curriculum which is intellectually challenging and reflects a multicultural perspective. Only then will they be able to develop fully their academic skills. If students do not have access to a quality curriculum at one educational level, they will not be prepared to succeed at the next educational level. Stated in the simplest terms, curricular offerings in high school should prepare students for community college, community college curriculum should prepare students for upper division college study, and upper division college curriculum should prepare students for graduate study.

It is essential, therefore, for the segments to work together to ensure that academic programs and methods of assessment have a continuity that reinforces and encourages student learning at each successive level of education. Such continuity should not result in rigid or narrowly defined curricular offerings. On the contrary, the goal is to develop a rich and varied course of study designed to fully engage the intellect, imagination, and energies of all students. One way to facilitate this undertaking is to bring faculty from all educational levels together to discuss their disciplines, their assessment procedures, and their expectations for student achievement. Intersegmental discussions such as these can significantly strengthen curricular and assessment linkages among segments.

The committee has begun to address these issues by focusing initially on the articulation of assessment in English and mathematics across all segments, and on curricular and assessment issues related to students who have limited English language skills. The committee has served as a facilitator and catalyst to bring faculty together to discuss these critical issues and offer recommendations to their academic colleagues, to their segments, and to the Council. When appropriate, the committee facilitates the development of pilot programs, disseminates information to the field, and suggests ways the segments can work together to address these pressing educational issues.

II. OVERVIEW OF INTERSEGMENTAL EFFORTS

California's educators are increasingly aware that improvements in curriculum and assessment must play an important role in efforts to increase the academic success of students, especially underrepresented students. Intersegmental improvement programs, both statewide and regional, are focusing on ways to strengthen and enrich curricular offerings for all students. Such programs most often are discipline-based and faculty-directed. A theme common to all these programs is faculty working with other faculty in their discipline to improve the content of curriculum.

Major Statewide Efforts

Subject Matter Projects Though a major focus of the Subject Matter Projects is on the improvement of teaching, the projects also address curricular and assessment issues in specific disciplines. The projects offer opportunities for K-12 and postsecondary faculty to discuss fundamental curricular matters in writing, mathematics, science, literature, foreign language, and the arts. Specifically, the projects identify exemplary teaching practices, examine and develop research on learning, knowledge, and educational materials, and help schools implement the state adopted curriculum frameworks, giving particular attention to the learning needs and styles of a diverse student population. Faculty who participate in summer seminars and academic year workshops may become teacher/consultants for other schools in their area. Under the new legislative structure for the projects (SB 1882), schools may seek curricular and pedagogical assistance in each of the six subject areas. As the projects grow and develop in the next few years, this assistance will become even broader in scope.

The California Humanities Project The California Humanities Project, funded jointly by UC and CSU, is designed to improve and enrich humanities curricula and foster interdisciplinary approaches in all the segments. The project has placed special emphasis on the development of multicultural materials. The project provides opportunities for faculty to extend their knowledge of the humanities and to engage in professional dialogue with their peers. Among the activities sponsored by the Humanities Project are regional and state conferences to discuss issues and disseminate information, regional intersegmental partnerships for curriculum development, minigrants to support regional projects, development of a statewide data base of humanities faculty and scholars, and the publication of a quarterly newsletter.

The Mathematics Diagnostic Testing Project The Mathematics Diagnostic Testing Project (MDTP) prepares and disseminates diagnostic tests in mathematics to faculty and provides assistance in interpreting test results. The intent of the program is to make assessment materials and diagnostic services available on request to all secondary and postsecondary faculty. Improving the preparation of secondary school students in mathematics should reduce the demand for remedial programs at the postsecondary level. The program also is designed to establish networks between secondary and postsecondary math faculty to address curricular issues. Originally developed by UC and CSU and funded largely by the California Academic Partnership Program, the MDTP has now been established in legislation and is seeking independent funding from the state.

The Chemistry Diagnostic Test Project The Chemistry Diagnostic Test Project, launched by the UC and CSU, has developed a test designed to diagnose the knowledge, skills, and abilities that students must have if they are to succeed in a college level general chemistry course. The project provides test results and offers assistance to chemistry teachers. The test has been so successful that the American Chemical Society is now distributing it nationwide. Several thousand copies had been distributed nationally by the end of the past academic year. The program is now self-supporting.

California Curriculum Consultant Project Although strengthening the quality of teaching through intersegmental collaboration is a component of the California Curriculum Consultant Project, the improvement of high school curriculum is the central focus of this intersegmental effort, which is administered by the University of California. Faculty from postsecondary institutions along with faculty and curriculum experts from K-12 serve as consultants to high schools who are undertaking a self study in preparation for an accreditation review. These consultants, who attend orientation sessions before visiting schools, work with high school faculty to review and revise curriculum. Such interactions strengthen the communication between the segments and establish better articulation on curricular issues.

California Academic Partnership Program This legislatively-established program is designed to improve the college readiness of secondary students through school-college partnerships. Administered by the California State University, the California Academic Partnership Program (CAPP) funds innovative intersegmental projects designed to prepare more young people, especially underrepresented minorities, for college. These efforts bring together secondary and postsecondary faculty to enhance the college preparatory curriculum for students in grades 6-12.

Curriculum development and diagnostic test development form the two major components of CAPP. The curriculum efforts include student services, parent involvement, and professional development activities, as well as curriculum enhancement. The testing efforts support scoring services, and diagnostic and related instructional information for teachers, students, and their parents.

Freshman Competency Statements The Intersegmental Committee of the Academic Senates (ICAS), which is composed of faculty senate members from the University of California, the California State University, and the California Community Colleges, has produced a series of competency statements in various disciplines. These statements describe the levels of performance expected of entering freshman in each of the basic subject matter areas. The statements serve as catalysts for curricular reform as well as guidelines for academic preparation of secondary students. This year the new statement for mathematics was completed and disseminated. During the past year initial steps were taken to explore the possibility of better coordinating the competency statements with the curriculum frameworks which are developed for the public schools by the California Department of Education.

Trends and Developments

Intersegmental efforts to improve curriculum and assessment have been most effective when they are disciplined-based and rely primarily on faculty involvement. Increasingly, these efforts recognize the importance of bringing together faculty from all educational

levels to discuss their discipline, to examine ways to enrich the curriculum they teach, and to consider the appropriateness of their methods of assessing student progress. Frequent communication among faculty from all educational levels can lead to more permanent intersegmental partnerships or alliances. Ongoing partnerships can provide the context for continuing professional exchange and specific program improvement. The expansion of educational partnerships nationwide is indicative of the growing support for the notion that educational institutions and their faculty need to work together to discuss significant issues and seek solutions to shared problems.

Assessment issues will also continue to be an area of concern among educators. The demand for educational accountability has led to a greater emphasis on assessment nationwide. This trend makes it even more important for educational institutions to work together to eliminate unnecessary duplication of testing, to develop assessment practices that are meaningful and effective, and to ensure that curriculum and assessment practices reinforce each other.

III. REPORT ON 1989-90 CLUSTER COMMITTEE ACTIVITIES

This year the Curriculum and Assessment Committee directed its attention to issues related to assessment, English as a second language, and the subject matter projects. Some of these activities are extensions of efforts initiated last year.

Activities Related to Assessment

Evaluation of Intersegmental Projects

Most intersegmental projects involving curriculum and assessment activities have well-established procedures for evaluation. However, some projects, which are jointly administered and funded by two or more segments, may not have regular evaluation procedures. Last year in response to requests from some of those projects, the committee developed procedures for evaluating intersegmental projects which did not have an established review process. Since that time, the status of several of these projects has changed, thus prompting a reconsideration of the need for such an evaluation. The Chemistry Diagnostic Testing Project has become self-supporting. The project is disseminating its test through the American Chemical Society, which will pay the Project for the use of the test. After consulting with the Project Director, the committee agreed that its evaluation of the Project would not be necessary.

The Mathematics Diagnostic Testing Project has been established in statute and will have a comprehensive evaluation by an intersegmental advisory committee. However, because the legislation did not establish separate funding for the project, financial support continues to be provided by UC, CSU, CCC, and the California Academic Partnership Program. This spring the committee reviewed the annual report submitted by the Math Diagnostic Testing Project and forwarded it to the ICC with a recommendation that funding for the project be continued by the current process.

At the request of the Director of the California Humanities Project, the committee reviewed the Project's annual report and a proposal that the Project be established as an Integrative Subject Matter Project under SB 1882. The committee noted that the interdisciplinary and

multicultural focus of the Project is critically needed in the state, and that the Project's scope and number of activities have been remarkable given the limited funding. The committee expressed strong support for the Project. In its report to the ICC the committee concluded that the Project continues to fill a need, that it is worthy of continued support, and that the proposal to establish it as an integrative project which either overlaps or complements the other subject matter projects deserves further consideration. The committee also suggested that the Project would be enhanced by the involvement of the California Community College Chancellor's Office.

Model Assessment Articulation Plan in English Language Arts

Articulation of assessment practices across all the segments has been a central interest of the Curriculum and Assessment Committee. The committee believes that students need to receive clear and coherent information about their progress as they move from one educational level to the next and that a logical and coherent pattern of assessment in all subject areas across all segments will greatly enhance the likelihood of student academic success. Therefore, a subcommittee was established to develop a model for articulating and strengthening the coherence or continuum of testing in English language arts for students moving through the educational levels. The subcommittee was asked to review relevant tests used by each segment, consider the alignment between assessment and curriculum, and, when possible, make recommendations about test consolidation, substitution, elimination, and scheduling.

After a brief review of segmental tests in English, the subcommittee decided to focus its attention first on the alignment and possible duplication of tests administered to high school seniors and entering college freshmen. Since the use of writing samples is the common approach (but not the only testing method) practiced by all the segments, the subcommittee began its deliberations by reviewing the use of writing samples in the assessment procedures of each segment. This review established that the postsecondary segments use writing samples to assist them in placing students in appropriate composition courses; however, the 12th grade California Assessment Program (CAP) uses writing samples not for course placement, but as a means of evaluating program effectiveness. Students do not receive individual scores for their CAP test. In addition, the CSU English Placement Test and the UC Subject A Examination are administered on a statewide basis to entering freshman. The Community Colleges, however, do not administer a common placement test on a statewide basis.

After examining the tests used in all the segments and discussing the advisability of combining or eliminating some tests, the subcommittee arrived at a series of conclusions and developed a detailed set of recommendations which are contained in their Interim Report to the Curriculum and Assessment Committee. Included in the report are recommendations regarding the intersegmental development of a writing sample for the Golden State Examination in English, the administration of CAP in the 11th rather than 12th grade, the use of writing samples in all community colleges, the importance of requiring writing for all classes, and relevant topics worthy of future research. In addition, the report recommends the development of an intersegmental booklet for high school instructors and students which discusses segmental writing assessment procedures and testing practices in composition for non-native speakers.

The subcommittee's consideration of the 11th grade CAP administration and their interest in the intersegmental development of a Golden State Examination in English prepared them to serve as advisors to their segmental offices about the language of SB 2613 (Hart) which

was developed in consultation with the California Department of Education. Discussion of the bill in the Curriculum and Assessment Committee led to several revisions which have been incorporated into the bill and reflect intersegmental cooperation in this area.

Intersegmental Coordination of Foreign Language Assessment Procedures

The Curriculum and Assessment Committee has also initiated efforts to better articulate assessment in foreign language. Admission requirements for UC and CSU include two years of the same foreign language. Both segments, however, have policies which permit entering students to fulfill the foreign language admission requirement by means other than course work. Students may meet the requirement by establishing competency either through documentation or assessment. The Curriculum and Assessment Committee is interested in alerting students to the assessment procedures and in encouraging the postsecondary segments and the high schools to work together to establish consistency in documentation and assessment practices. The committee discussed possible ways to ensure that students are aware of the procedures and are encouraged to use them. Second language speakers could benefit greatly by meeting the foreign language requirement by a means other than course work and using the extra class time to study English as a second language.

A subcommittee is considering whether the segments could work together to establish common documentation and assessment practices and could better inform students of these procedures. The subcommittee began its work by reviewing college application forms, the *FUTURES* booklet, transfer applications, and other advising materials which might be changed to reflect the procedures. Next the subcommittee will review the new General Education Transfer Curriculum, will consider the advisability of publishing a pamphlet to inform students, and will seek advice from the California Association of Teachers of English as a Second Language about dissemination efforts. In addition, the subcommittee will consider whether it is possible for the segments to work together to establish common documentation and assessment practices.

Activities Related to Curriculum and Assessment in ESL

Language Competency Statements for Non-Native Speakers

Increasing numbers of California students, both immigrant and native born, at all educational levels have limited proficiency in English. The Curriculum and Assessment Committee has explored ways that educational institutions, both K-12 and postsecondary, can address the needs of these students. It is important that students learn English with sufficient speed to allow them to receive maximum benefit from their education. One problem confronting instructors in the field of English as a Second Language is the lack of well-defined and widely accepted levels of performance for proficiency in writing and speaking. In its 1989 report, *California's Limited English Language Students: An Intersegmental Agenda*, the committee recommended that the Intersegmental Committee of the Academic Senates develop a "statement of language competencies for non-native speakers of English that would serve as a supplement to all existing competency statements for entering freshmen, and would be incorporated into all future competency statements." This year the committee worked extensively with the Intersegmental Committee of the Senates and a panel of ESL experts to initiate this effort, to clarify the nature of the task, and to identify the essential elements which might be contained in such a competency

statement. A proposed statement of Elements of a Freshman English Competency Statement for Non-Native English Speakers, which was drafted by the committee, will be reviewed by ESL consultants this summer. A revised statement will be prepared in time for the Intersegmental Committee of the Senates to consider during the fall term.

Faculty Development Effort in ESL

The 1989 ESL report also recommended that the Improvement of Teaching Committee and the Curriculum and Assessment Committee work together "to recommend implementation strategies for California faculty development efforts with particular emphasis on providing California's faculty with effective ways of improving the English communication skills of non-native speakers within the context of all disciplines being taught." Because of the already crowded agendas of both committees, action on this item has been delayed.

Pilot ESL Program

Although all the segments provide special instruction for non-native English speaking students, these programs are often insufficiently funded and inadequately staffed. Because the numbers of non-native English speaking students are increasing and will continue to increase into the next century, and because current programs are not adequate to address the needs of this changing student population, the report prepared by the committee last year called for the initiation of model programs designed to improve, as rapidly as possible, the English language skills of non-native English speaking students. This year a Curriculum and Assessment subcommittee discussed the possibility of overseeing the establishment of several pilot programs which would place special emphasis on bringing ESL students to a level of "college readiness." Possible projects included modified summer bridge programs, scholarship programs for students to attend intensive language institutes, an intersegmental summer course for intensive language study, and programs employing approaches used in the Defense Language Training Institute.

The committee determined that a research and evaluation component would need to be developed to establish the effectiveness and success of any pilot project. Evaluators would need to be involved early in the development of experimental efforts and would need to formulate an evaluation design which compares the pilot efforts to current segmental programs. The committee explored possible funding sources for such efforts, and was able to secure resources from the California Academic Partnership Program to hire a consultant in 1990-91 to design a research plan for at least one pilot program.

Other Activities During 1989-90

Relation of Subject Matter Projects to the Charge of the Curriculum and Assessment Committee

The committee reviewed the new configuration of the Subject Matter Projects as they exist now under the SB 1882 legislation, a bill designed to improve staff development and to expand and coordinate the various projects that have developed from the original model of the Bay Area Writing Project. The law stipulates that the University of California will administer the projects in concurrence with the California State University and the California Department of Education. In formulating a Statement of Guiding Principles for

the projects, UC has also consulted with others including the ICC, the Community Colleges, and the California Postsecondary Education Commission. The subjects which form the nucleus of the new structure are writing, mathematics, science, literature, arts, foreign language, and history/social science. Several challenges face the Concurrence Group, including how to link the subject matter projects to the other two tiers of the program (the Regional Consortia and the School Level Plans), and also how to link the projects to other statewide efforts such as the Curriculum Consultant Project and the Achievement Council.

Other challenges include:

- How to address barriers which confront teachers when they return to schools after participating in the projects
- How to engage past project participants and keep them in leadership roles
- How to engage higher education faculty to bring discipline specific knowledge into discussions of curriculum reform
- How to identify the signals of success in the projects (in student achievement, structural change, etc.)
- How to ensure that the projects maintain a reasonable scope of activities.

The committee will continue to explore various roles it might play in assisting the subject matter projects.

IV. PROPOSALS FOR 1990-91

Many of the activities proposed for next year reflect the ongoing interests of the committee in articulation of assessment, curriculum and assessment issues in English as a Second Language, and the development of discipline-based faculty alliances focusing on curriculum. In keeping with its charge, the committee will continue its advisory role with regard to the evaluation of intersegmental projects.

Activities Related to Assessment

Proposed Activity 1: Articulation of Assessment in English Language Arts

Since the use of writing samples for testing is common to all segments, the committee will continue its efforts to articulate assessment in English by focusing on segmental practices with regard to writing samples. In accord with the recommendations from the Subcommittee on Assessment Articulation in English Language Arts, the Curriculum and Assessment Committee plans to oversee the preparation of a booklet for instructors and students across the segments which would explain writing assessment purposes and practices, student population differences, rubrics, and ESL issues. Writing samples from each segment with commentary will be included. The purpose of the publication would be to provide examples of the kind and quality of writing expected of students who enter a freshman composition class.

Proposed Activity 2: Articulation of Assessment in Mathematics

The committee also will initiate intersegmental discussions regarding the articulation of mathematics assessment. This year's effort to articulate assessment in English has convinced the committee that some preliminary work needs to be completed by the committee before a subcommittee to articulate assessment in mathematics is established. Specifically, the Curriculum and Assessment Committee will identify where and how articulation in mathematics is needed. After consulting with appropriate experts in the field, the committee will determine the most effective means for accomplishing this end.

Proposed Activity 3: Intersegmental Coordination of Foreign Language Assessment Procedures

The Foreign Language Assessment Subcommittee will continue to explore ways the segments can work together to (a) identify common assessment and documentation procedures, (b) implement those procedures consistently in the high schools and community colleges, and (c) inform students about the procedures and encourage students to use the procedures. Having reviewed the application and advising material for UC and CSU, the subcommittee will next try to identify similarities in the segmental assessment and documentation procedures. In addition, the subcommittee will consider the advisability of establishing common or intersegmental procedures for documentation and assessment of foreign language competency, and the advisability of preparing a common statement for dissemination to high schools and community colleges.

Activities Related to Curriculum and Assessment in ESL

Proposed Activity 4: Language Performance Levels for Non-Native Speakers

The committee plans to continue the efforts initiated last year to assist the Intersegmental Committee of the Academic Senates in developing a language competency statement for non-native speakers. Such a statement would establish levels of performance in English for second language speakers. After collecting responses to the first draft of the the document outlining essential elements of such a statement, the committee will revise the statement and submit it to the Intersegmental Committee of the Senates in the fall. The committee twill then be available as a resource to the Academic Senates in the preparation of the statement.

Proposed Activity 5: Initiation of Model Programs in ESL

The committee will continue its efforts to oversee the design of an intersegmental experimental model for teaching English as a second language . An important aspect of this model will be an evaluation process which will compare the experimental approach with existing programs. The committee is seeking funds from the California Academic Partnership Program to provide for a resource person to assist with the development of the experimental design. Possible projects include:

- Developing an intersegmental summer course of intensive language study for students ranging from high school juniors to college level students

- Inviting current programs (in any segment) to submit proposals to be selected as an experimental site
- Providing scholarships to students to attend existing English Language Institutes which operate through university extension services
- Modifying current summer "bridge programs" to serve ESL students in a more intensive manner
- Developing a pilot program supported by the Defense Language Training Institute in Monterey.

Activities Related to Curriculum

Proposed Activity 6: Coordination of Curricular Frameworks and Freshman Competency Statements

The California Department of Education and the Intersegmental Committee of the Academic Senates have initiated efforts to coordinate the development of the Frameworks and Competency Statements. The Frameworks, prepared by the Department of Education in each subject matter area, serve as curricular guides for K-12 teachers. The Competency Statements, which are prepared by the Academic Senates, specify subject matter competencies expected of entering freshman. Last year the Academic Senates agreed to work with the Department of Education to coordinate the competency statements in math and science with the current efforts to develop the frameworks in these areas. The Curriculum and Assessment Committee proposes to encourage and facilitate these coordination efforts so that K-12 and postsecondary curricula are better aligned. In addition, the committee is interested in facilitating the simultaneous dissemination of the frameworks and competency statements, and in identifying ways in which these curricular statements can promote regional discipline-based alliances of faculty.

Proposed Activity 7: Efforts to Encourage, Strengthen, and Extend Discipline-Based Faculty Collaborations

The committee will explore additional ways to encourage, strengthen, and extend discipline-based faculty collaborations. In particular, the committee is interested in the possibility of strengthening the connection between the subject matter projects and university faculty who are involved in substantive disciplinary reform. The committee is also interested in how postsecondary curriculum and assessment issues might be linked with the current agenda of the projects. As a beginning, the committee plans to oversee the development of discipline-based faculty to faculty regional discussions about curriculum. These discussion meetings, which will be established on a pilot basis, might be patterned after the structure of the Partnership Alliances sponsored by the American Association of Higher Education. Efforts will be made to coordinate these discussions with the work of appropriate subject matter projects. The committee will focus first on the disciplines of science and mathematics. In addition, the committee will explore ways it might inform the projects about other state efforts and vice versa.

Chapter 6

INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES

The Intersegmental Committee of the Academic Senates, which is composed of five representatives from each of the Academic Senates of higher education, was chaired this year by the President of the Academic Senate for the California Community Colleges, Phil Hartley. The Committee continued its function of promoting cooperative projects among the faculty of California's three segments of higher education.

The issues before the Intersegmental Committee during the 1989-90 academic year included the final adoption of a general education transfer curriculum, the continued development of competency statements for entering freshman students, the sponsorship of an intersegmental faculty seminar, development of a proposal for a formal faculty voice on the California Postsecondary Education Commission, and discussion of other potential intersegmental projects such as training for postsecondary teaching.

The Intersegmental General Education Transfer Curriculum

Since the development of the 1960 Master Plan for Higher Education, the transfer function has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of commissioners and legislators who participated in a re-examination of the Master Plan during recent years. Among the issues that were discussed was the necessity for a general education transfer curriculum to facilitate transfer between the three segments of higher education. This concern was specifically set forth in Section 66720 of AB 1725.

The Academic Senates of the three segments responded early and quickly to this concern and through the Intersegmental Committee of the Academic Senates began to work toward a common transfer curriculum. After two years of intense and challenging deliberation, the Academic Senates of CSU, UC and the Community Colleges this year adopted a final version of a common general education transfer curriculum. This important step in the history of higher education in California will mean that any student who completes this transfer curriculum will have met all the lower division general education requirements at any UC or CSU campus. Remaining is the task of establishing the specifics of implementation. Discussions and a first draft of implementation procedures were completed this year. It is the plan of the Intersegmental Committee to see full implementation of the transfer curriculum by fall 1991.

Intersegmental General Education Transfer Curriculum
Summary

Completion of this curriculum will enable a student to transfer to a campus in either the California State University or the University of California system without having to take additional lower division general education requirements after transfer.

It should be noted, however, that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower division general education requirements of these institutions prior to transfer. Depending on their major and field of interest, students may find it more to their advantage to fulfill either CSU's general education requirements, or those of the UC campus or college to which they plan to transfer.

ENGLISH COMMUNICATION:	English Composition-1 course, 3 sem./4-5 qtr. units
	Critical Thinking-English Composition-1 course, 3 sem./ 4-5 qtr. units; strong emphasis on writing; English Composition is a prerequisite to this course
	Oral Communication[a] -1 course, 3 sem./4-5 qtr. units
MATHEMATICS:	Mathematics/Quantitative Reasoning-1 course, 3 sem./ 4-5 qtr. units
ARTS AND HUMANITIES:	At least one course in the arts and at least one course in the humanities-3 courses, 9 sem./12-15 qtr. units
SOCIAL AND BEHAVIORAL SCIENCES:	Three courses in at least two disciplines-9 sem./12-15 qtr. units
PHYSICAL AND BIOLOGICAL SCIENCES:	At least one course in physical science and at least one course in biological science (one course must include laboratory)-2 courses, 7-9 sem./9-11 qtr. units
LANGUAGE OTHER THAN ENGLISH:	Proficiency equivalent to two years of high school study[b]

[a] Students transferring to UC do not have to meet this requirement
[b] Students transferring to CSU do not have to meet this requirement

COMPETENCY STATEMENTS

The Intersegmental Committee has, for several years, produced competency statements designed to promote ideal levels of student preparation in high school for entrance into higher education. Such statements have been published in the areas of foreign language, math, science, and English. A revised English statement and a statement on visual and performing arts are in the process of development. Less successful was an attempt to develop a statement on social science and history. Faculty continued to express concern that the social science/history statement was culturally too narrow. Work is underway on

new statements on other foreign languages (Chinese, Japanese and Russian) and a statement on humanities. An important new competency statement project was suggested by a committee of the Intersegmental Coordinating Council which would create expectations for entering students who speak English as a second language. The Intersegmental Committee will continue to cooperate with the Curriculum and Assessment Committee to study the feasibility and content of such a competency statement.

In a departure from the previous pattern of parallel publication, the Intersegmental Committee entered into discussions with representatives of the California Department of Education concerning the possibility of incorporating future revisions of the competency statements into the development process of CDE's Curriculum Frameworks. Proposals discussed by the Intersegmental Committee included incorporating future competency statements into the text of framework statements or including them as appendix material to the framework statements. These and other possible configurations would have the advantage of greater distribution and use of the competency statements by high school faculty.

INTERSEGMENTAL FACULTY SEMINAR

This summer the Intersegmental Committee sponsored the first intersegmental faculty seminar planned and attended by participants from all three segments of higher education. Co-sponsored by the California Association of Community Colleges and the Intersegmental Coordinating Council, the seminar focused on general education teaching issues common to the three segments.

1990-1991

The chair of the 1990-91 Intersegmental Committee is Sandra Wilcox, chair of the CSU Academic Senate.

Chapter 7

INTERSEGMENTAL BUDGET TASK FORCE

The Intersegmental Budget Task Force (IBTF) formerly known as the Joint Task Force on Planning and Coordination of Outreach and Student Preparation Programs has the major responsibility for overseeing intersegmental resource allocation. This voluntary body was organized by the public education segments at the behest of the Department of Finance in 1986. Composed of senior policy and budget representatives of the four public education segments, the IBTF is charged with reviewing segmental priorities for intersegmental activities and for developing the annual intersegmental budget change proposal for submission to the Department of Finance. The advent of the ICC has provided an important additional source of advice for IBTF deliberations. During its annual review of segmental requests for intersegmental activities, the IBTF develops a framework within which mutually supported budget change proposals can be presented and their need demonstrated to the Department of Finance; encourages segments to do long range planning for their projects; and ensures that the various projects are supportive and complementary without duplicating each other.

Each segment carries its own requests for augmentations to existing intersegmental activities and/or for the initiation of new activities within its own budget. The annual intersegmental budget request is a compilation of the intersegmental budget change proposals (BCPs) drawn from each segment's budget. The IBTF's annual comprehensive intersegmental budget change proposal also sketches the framework within which each request enhances intersegmental collaboration in priority areas and summarizes the justifications for the various requests.

Intersegmental activities during the past several years have focused extensively on motivating and preparing K-12 students to attend college; assisting community college students to transfer more easily to the senior segments; and improving the quality of teaching and curricula. Over the past five years, the IBTF has worked to set priorities for state funding of programs addressing these goals. However, few proposals have received adequate levels of support from the state, and in those few instances where some funding was provided, the state's priorities did not coincide with those established by the IBTF. Thus, despite the state's growing demands for collaborative enterprises among the segments, segmental good-faith efforts have been seriously hampered. Nonetheless, the IBTF unanimously supports intersegmental efforts, and has used the intersegmental budget process to plan, coordinate, and aggregate segmental requests for support of intersegmental activities.

For fiscal year 1990-91, the combined requests for augmentations to intersegmental activities in the areas of outreach and student preparation, transfer and articulation, improvement of teaching and curriculum, and CCC intersegmental support amounted to $23, 239,000. Of this amount, the California Community Colleges received $205,000 for their intersegmental requests: $50,000 for the Puente Program and $155,000 to the Chancellor's Office for CERT/ICC. None of the augmentations for 1990-91 intersegmental activities which were requested by the California Department of Education, the California State University, and the University of California were funded.

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